

AP
Psychology
Exam
Review
Materials

2019

Collection of thoughts, materials, and content to aid you in your preparation for the AP Exam.

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School

Students,

The following packet of material was compiled to assist you in reviewing for the above mentioned exams. It is in no way all inclusive of the content of the class, but is designed to assist you in reviewing the material and identifying areas of mastery as well as those where more work is needed. For web-based resources and videos, please check out the exam review portion of my website (<http://cwdunn.weebly.com/exam-review.html>).

I also have a detailed outline for the whole course (roughly 80 pages). I can give you a digital copy if you would like, but due to its length, I cannot make copies for everyone, and many of you have stated you liked the flow of this booklet better. If you are interested in this other outline, please let me know and I can make a few copies if they are needed.

I would recommend taking a hard look at the breakdown of the practice test you took to help you start your review process and see what areas you feel you need to review the most. In addition, go through your flashcards with a partner and separate the ones you have full mastery of (can recognize word from definition, give definition from word, and give/recognize examples) from the ones you need to work on. Once you get started, use the checklist found early in this packet to check things off once you have fully mastered them. These things will prevent you from spending too much time on material you know, and allow you to focus more on what you are struggling with. Be sure to go back occasionally and skim through the stuff you checked off and the flashcards you bagged to keep it fresh in your mind, but don't dwell on the things you know.

The content of the packet has been compiled from 14 years of teaching AP Psychology and gathering comments from students after the AP Exams, discussing things with other AP teachers on what their students struggled with, and talking with teachers that score AP exams and what they feel would help students. If you find any additional resources that would be beneficial, please share them with me so I can add them to the packet in the future as well as with your classmates this year.

Good Luck,

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I. History and Approaches (2–4%)

- _____ • Recognize how philosophical perspectives shaped the development of psychological thought.
- _____ • Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, and cognitive as more contemporary approaches.
- _____ • Recognize the strengths and limitations of applying theories to explain behavior.
- _____ • Distinguish the different domains of psychology:
 - biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial
 - organizational, personality, psychometric, and social.
- _____ • Identify the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

II. Research Methods (8–10%)

- _____ • Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.
- _____ • Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- _____ • Identify independent, dependent, confounding, and control variables in experimental designs.
- _____ • Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- _____ • Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- _____ • Distinguish the purposes of descriptive statistics and inferential statistics.
- _____ • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
- _____ • Discuss the value of reliance on operational definitions and measurement in behavioral research.
- _____ • Identify how ethical issues inform and constrain research practices.
- _____ • Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

III. Biological Bases of Behavior (8–10%)

- _____ • Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- _____ • Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms).
- _____ • Discuss the effect of the endocrine system on behavior.

- _____ • Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.
- _____ • Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- _____ • Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- _____ • Predict how traits and behavior can be selected for their adaptive value.
- _____ • Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

IV. Sensation and Perception (6–8%)

- _____ • Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- _____ • Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- _____ • Explain common sensory disorders (e.g., visual and hearing impairments).
- _____ • Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- _____ • Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- _____ • Explain the role of top-down processing in producing vulnerability to illusion.
- _____ • Discuss the role of attention in behavior.
- _____ • Challenge common beliefs in parapsychological phenomena.
- _____ • Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

V. States of Consciousness (2–4%)

- _____ • Describe various states of consciousness and their impact on behavior.
- _____ • Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.
- _____ • Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- _____ • Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- _____ • Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- _____ • Discuss drug dependence, addiction, tolerance, and withdrawal.
- _____ • Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

VI. Learning (7–9%)

- _____ • Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- _____ • Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- _____ • Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- _____ • Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- _____ • Interpret graphs that exhibit the results of learning experiments.
- _____ • Provide examples of how biological constraints create learning predispositions.
- _____ • Describe the essential characteristics of insight learning, latent learning, and social learning.
- _____ • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- _____ • Suggest how behavior modification, biofeedback, coping strategies, and selfcontrol can be used to address behavioral problems.
- _____ • Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

VII. Cognition (8–10%)

- _____ • Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus divided attention.
- _____ • Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- _____ • Outline the principles that underlie effective encoding, storage, and construction of memories.
- _____ • Describe strategies for memory improvement.
- _____ • Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- _____ • Identify problem-solving strategies as well as factors that influence their effectiveness.
- _____ • List the characteristics of creative thought and creative thinkers.
- _____ • Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

VIII. Motivation and Emotion (6–8%)

- _____ • Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- _____ • Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.

- _____ • Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- _____ • Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- _____ • Discuss theories of stress and the effects of stress on psychological and physical well-being.
- _____ • Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).
- _____ • Describe how cultural influences shape emotional expression, including variations in body language.
- _____ • Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

IX. Developmental Psychology (7–9%)

- _____ • Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- _____ • Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- _____ • Discuss maturation of motor skills.
- _____ • Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- _____ • Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- _____ • Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- _____ • Discuss maturational challenges in adolescence, including related family conflicts.
- _____ • Characterize the development of decisions related to intimacy as people mature.
- _____ • Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- _____ • Describe how sex and gender influence socialization and other aspects of development.
- _____ • Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

X. Personality (5–7%)

- _____ • Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.
- _____ • Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- _____ • Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- _____ • Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- _____ • Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

XI. Testing and Individual Differences (5–7%)

- _____ • Define intelligence and list characteristics of how psychologists measure intelligence:
 - abstract versus verbal measures;
 - speed of processing.
- _____ • Discuss how culture influences the definition of intelligence.
- _____ • Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- _____ • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- _____ • Interpret the meaning of scores in terms of the normal curve.
- _____ • Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- _____ • Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
- _____ • Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

XII. Abnormal Behavior (7–9%)

- _____ • Describe contemporary and historical conceptions of what constitutes psychological disorders.
- _____ • Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- _____ • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- _____ • Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- _____ • Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- _____ • Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

XIII. Treatment of Abnormal Behavior (5–7%)

- _____ • Describe the central characteristics of psychotherapeutic intervention.
- _____ • Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- _____ • Compare and contrast different treatment formats (e.g., individual, group).
- _____ • Summarize effectiveness of specific treatments used to address specific problems.
- _____ • Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- _____ • Describe prevention strategies that build resilience and promote competence.

- _____ • Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

XIV. Social Psychology (8–10%)

- _____ • Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- _____ • Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- _____ • Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- _____ • Discuss attitudes and how they change (e.g., central route to persuasion).
- _____ • Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- _____ • Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- _____ • Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- _____ • Anticipate the impact of behavior on a self-fulfilling prophecy.
- _____ • Describe the variables that contribute to altruism, aggression, and attraction.
- _____ • Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- _____ • Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Thoughts on Studying:

After every test or quiz students will make the comment that they studied for the assignment and don't know why they are doing poorly. Einstein once said that insanity was "doing the same thing over and over again and expecting different results". This statement sums up the issue that most students have. They say they have studied, yet if what they are doing isn't working, why do they keep doing it? We all think differently and as a result, we will all learn things differently and in sometimes vastly different ways. We will discuss various aspects of learning in class, but you will need to find a way that works for you. Despite your learning style, there are several things that are universal to studying and learning and if you understand and apply them it will make your life much easier.

Relevance- When you are working on learning material, make it relevant to you. If you can relate a word or topic to something that is personal to you, you will make a connection to it that will make it much easier to remember in the future. Associate a list of terms or items with objects in your house.

Writing- When you are doing research or taking notes on something, take the time to write it out. In the digital world of copy and paste, it seems silly to waste your time hand writing or typing definitions when you can simply copy them into a document and print them onto paper (or better yet find them already typed and just hit print) The problem is that when you do this, you never get the definition in your working memory, and without extensive time in your working memory, you will not be able to recall it.

Repetition- This goes back to the whole idea of a working memory. If you go over something frequently it is spending a great deal of time in your working memory. The more this occurs, the better you will remember it. When you are going over things, it is often much more effective to do so with a partner or group. When you are asked a question, you can say the answer or definition and they can tell you are right or not (or even if you left something out) When you do this by yourself, you will think more highly of your abilities than you should and will tell yourself you know the things when you really do not. Your learning partner(s) can hold you accountable for your shortcomings in knowledge.

Remove Distractions/Distractions- If you really want to make your study time more effective, remove the distractions. As you work on memorizing something (learning), you have the information in your working memory. As you use it more and more in the working memory, some of that information gets encoded into your long term memory (even if you do not realize it). This is why you learn a list of things faster each time you learn it. However, if you get distracted when you are thinking about something, instead of it getting encoded into long term memory, it drops from your consciousness and is lost. Every time your phone goes off because of a tweet, snapchat, or instagram message, that temporary distraction causes whatever you were thinking about to be forgotten and after you check the message, you have to start over on the process. TV, family, and even music can cause these distractions. You are better off if you remove all distractions if possible and focus exclusively on your subject for a shorter time than you would be spending a longer time full of disruptions.

Flashcards- Flashcards are an amazing tool that can really help you learn and master the content of any course. For most people flashcards are simply the definitions and term. They should be so much more than that. Use the following template and then keep shuffling them up to prevent you from going over them in the same order. Changing this up will help you prevent the serial position effect. Also, study them with a partner (Ideally, it would be a classmate allowing you to both review and help each other. If not, a parent, sibling, hobo off the street, or anyone capable of helping ensure you really understand it and aren't lying to yourself and saying the age old "oh yeah, I knew that" when in reality you were close, but not close enough.)

For regular terms:

Card Design:

- On the front of your flashcards write the word in the middle of the card and the unit name on the top corner
- On the back, write the textbook definition of the word on the top half of the card
- On the bottom half of the card you will make a personal connection. You can write the definition in your own words, give an example, draw a picture of the word, etc. You will need to make the word relevant to you in some way.
- As you start to amass a large collection of the cards, go back and add connecting concepts, terms, people, etc. to the front of the card.

For People:

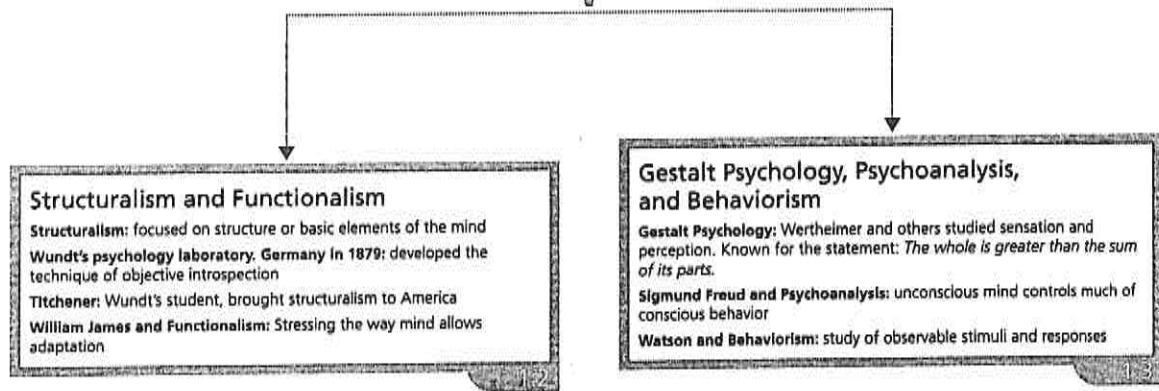
- Write their name in the center of the front of the card
- On the back write a sentence about the person and their main research/contribution to psychology on the top of the card
- On the bottom half of the back, write which perspective of psychology that person has.
- As you start to amass a large collection of the cards, go back and add connecting concepts, terms, people, etc. to the front of the card.

Keep up with your flashcards and go through them whenever you get a chance. Don't always just flip through the whole stack. This is a waste of time if you already know some of the terms. In addition to wasting time, it gives you a false sense of what you know and keeps you from focusing as much on the material you do need to be looking at more. I suggest using a variation of the "Leitner box method." Keep the cards in three separate containers. As you review number one, if you get them right, move them to container two. Go through container one every day. Every three days, go through container two. If you get a word right, move it to container three, if you get it wrong, it goes back to one. Go through container three once a week. This method spaces your reviewing of the concepts you understand and allows you to spend more time on the content you don't know as well.

The Definition of Psychology
 Psychology is the scientific study of behavior and mental processes.

Psychology's Four Goals
 ▶ Description ▶ Explanation ▶ Prediction ▶ Control

The Beginnings of Psychology



Structuralism and Functionalism
Structuralism: focused on structure or basic elements of the mind
Wundt's psychology laboratory, Germany in 1879: developed the technique of objective introspection
Titchener: Wundt's student, brought structuralism to America
William James and Functionalism: Stressing the way mind allows adaptation

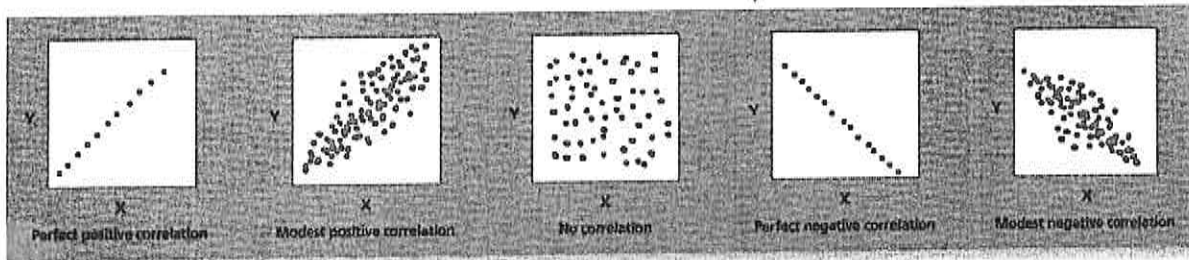
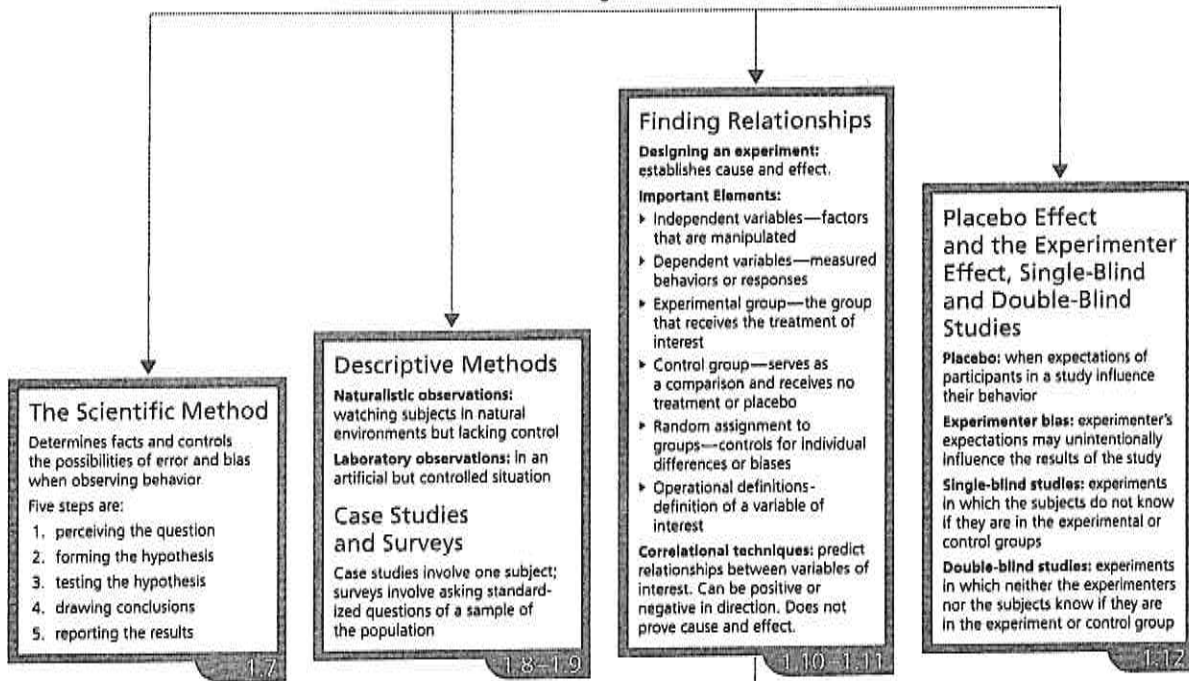
Gestalt Psychology, Psychoanalysis, and Behaviorism
Gestalt Psychology: Wertheimer and others studied sensation and perception. Known for the statement: *The whole is greater than the sum of its parts.*
Sigmund Freud and Psychoanalysis: unconscious mind controls much of conscious behavior
Watson and Behaviorism: study of observable stimuli and responses

Psychology: Modern Perspectives
Psychodynamics: modern version of psychoanalysis
Behaviorism: operant conditioning of voluntary behavior (Skinner)
Humanism: emphasizes free will and human potential (Maslow and Rogers)
Biopsychology: behavior as a direct result of events in the body
Cognitive: memory, intelligence, perception, problem solving, and learning
Evolutionary: biological bases for behavior based on evolution
Sociocultural: relationship of social behavior and culture

Types of Psychological Professionals

SPECIALTY AREA	MAIN FOCUS
Clinical	Mild to severe psychological disorders
Counseling	Adjustment disorders and milder disorders
Developmental	Age-related changes across the life span
Educational	Educational learning and development
School	Working with children in the schools
Experimental/Cognitive	Thinking, memory, motivation, learning, perception
Social	Study of group behavior and influence on individuals
Personality	Individual differences and development of personality
Physiological	Study of the biological bases of behavior
Comparative	Comparison of animal and human behavior

Psychology: The Science



Research Ethics
Ethical guidelines for doing research with human beings protect the rights and well-being of participants.
Animals in psychological research must not be exposed to unnecessary pain or suffering.
1.14

Critical Thinking
Critical thinking is the ability to make reasoned judgments. Four basic criteria of critical thinking:
1. There are few concepts that do not need to be tested
2. Evidence can vary in quality
3. Experts and authorities do not automatically make something true
4. Keep an open mind
1.15

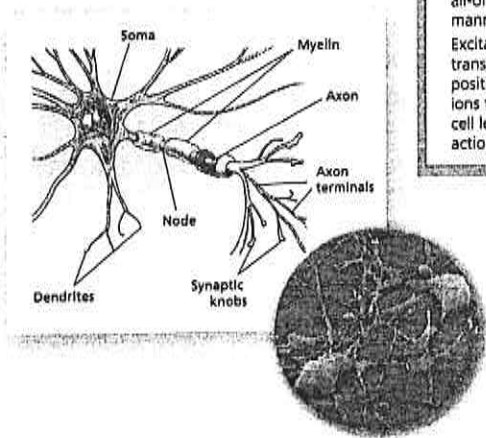
The Nervous System

Complex neural network carrying information in your body

Neurons and Nerves: Building the Network

Structure of the Neuron

Composition of Neurons: <ul style="list-style-type: none">▶ Dendrites, which receive input▶ Soma or cell body▶ Axons, which carry neural messages to other cells	Glia cells: separate, support, and insulate the neurons Myelin: insulates and protects axons and speeds transmission Nerves: axons bundle together in "cables"
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The Neural Impulse and Synapse

Action Potentials At rest: <ul style="list-style-type: none">▶ Neuron is negatively charged on the inside▶ Outside of the cell is positively charged Action potential: <ul style="list-style-type: none">▶ Neurons fire in an all-or-nothing manner▶ Excitatory transmitters allow positive sodium ions to enter the cell leading to the action potential	Sending the Message to Other Cells: The Synapse <ul style="list-style-type: none">▶ Synaptic vesicles are found at the end of the axon terminal▶ Action potentials cause transmitter release from the axon terminal▶ Neurotransmitter molecules fit into dendrites' receptor, stimulating or inhibiting that cell
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Neurotransmitters: Messengers of the Network

Acetylcholine: Stimulates muscle, memory formation GABA (γ -aminobutyric acid) inhibitory transmitter Serotonin: associated with sleep, mood, and appetite Endorphin: neural regulator for pain responses Dopamine: movement, pleasure sensations	Cleaning Up the Synapse: Reuptake and Enzymes <ul style="list-style-type: none">▶ Most neurotransmitters are taken back into the synaptic vesicles during reuptake▶ Acetylcholine is cleared out of the synapse by enzymes that break up the molecules
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The Peripheral Nervous System

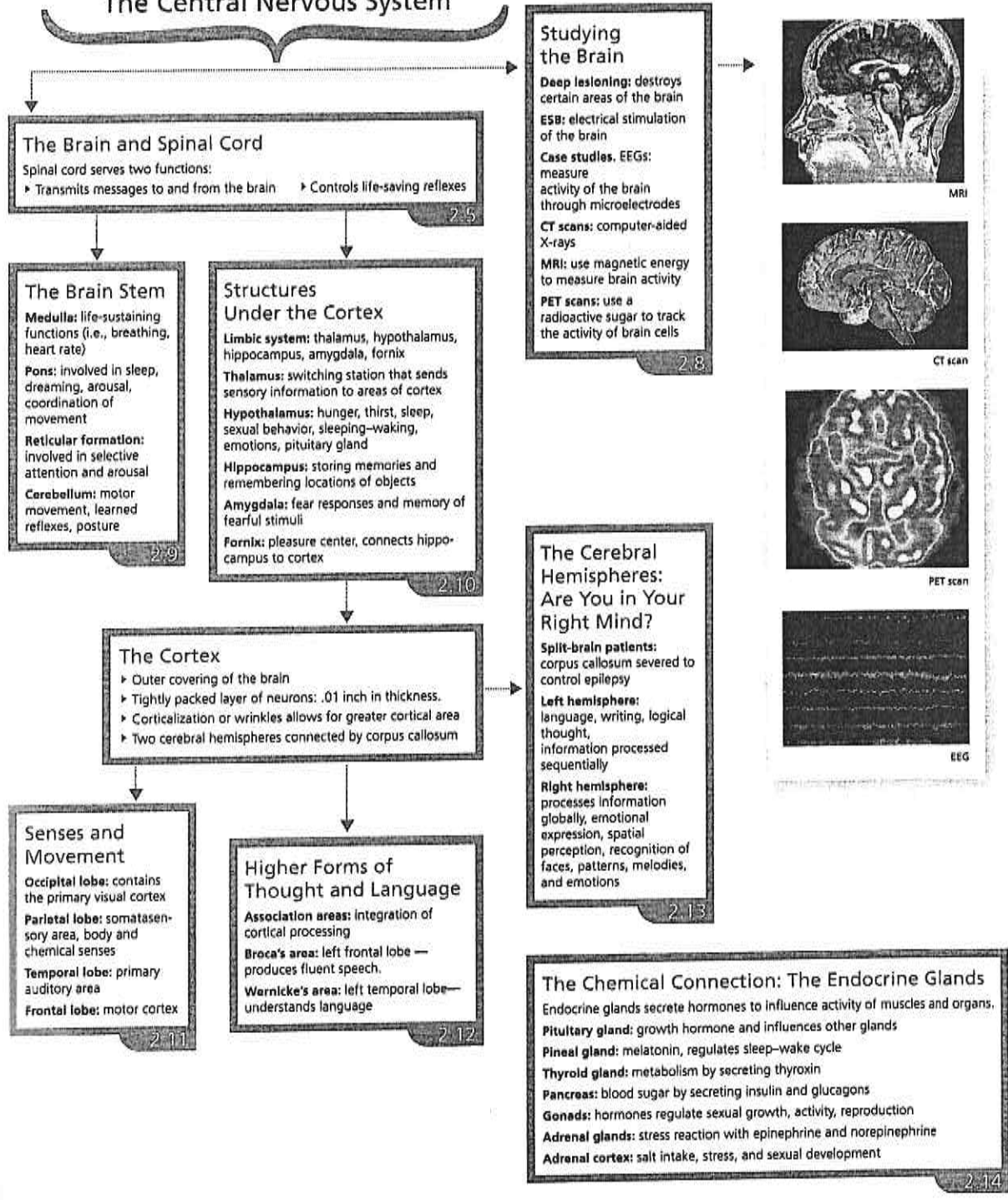
Somatic Nervous System

- ▶ Sensory pathway neurons — messages to central nervous system
- ▶ Motor pathway neurons — central nervous system to voluntary muscles

Autonomic Nervous System: Its Two Divisions

- ▶ Sympathetic division is our fight-or-flight system, reacting to stress
- ▶ Parasympathetic division restores and maintains normal functioning

The Central Nervous System



The ABCs of Sensation

Sensation and the Central Nervous System

Sensation: activation of sense organ receptors
Sensory receptors: specialized neurons activated by stimuli

Thresholds:

- ▶ **Just noticeable difference:** smallest detectable stimulus change
- ▶ **Absolute thresholds:** smallest amount of energy for stimulus detection
- ▶ **Subliminal stimuli:** Not been shown to affect day-to-day behavior

3.1

Ignoring Sensations

Habituation: ignoring a constant stimulus
Sensory adaptation: sensory neurons stop responding to constant stimuli

3.2

Color Vision

Trichromatic and opponent-process theories: two processes that work together

Trichromatic theory of color perception: three types of cones for long, medium, and short wavelengths

Opponent processes: at the ganglion cell level combine long versus medium cones to produce red and green. Medium and long cones combine together versus the short-wavelength cone to produce yellow and blue

Color blindness: total lack of color perception or color perception that is limited to yellows and blues or reds and greens only

The Science of Seeing

How the Eyes See and How the Eyes See Different Colors

Light

Light: form of electromagnetic radiation described by wavelength and amplitude

Color or hue: in part determined by wavelength.

- ▶ Long wavelengths—red end of the visible spectrum
- ▶ Shorter wavelengths—blue end of the visible spectrum

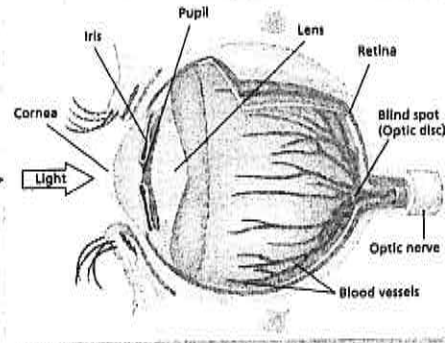
Brightness: corresponds to the amplitude of light waves
Saturation: refers to the purity of the color people see

3.3

Parts of the Eye

Pathway of Light:
 Cornea →
 Pupil →
 Lens →
 Retina →
 (Hits the rods and cones)

3.4



Rods, Cones

Rods: low light levels, no role in color vision, poor acuity, located peripherally

Cones: work at bright light levels, see color, provide central and sharp vision

3.5

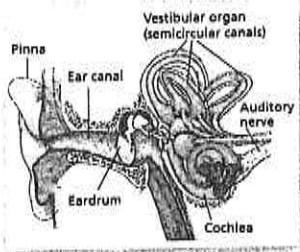
The Hearing Sense

Sound

Sound consists of pressure waves in the air
 Sound has three aspects:

- ▶ pitch (frequency),
- ▶ loudness
- ▶ timbre (purity)

3.6



Parts of the Ear

Sound: → pinna → eardrum → bones of middle ear (hammer, anvil, stirrup)
 Stirrup causes the cochlea and basilar membrane to vibrate with sound
 The organ of Corti on the basilar membrane contains the auditory receptors

3.7

Hearing Impairment

Conduction hearing impairment: damage to the outer or middle ear structures

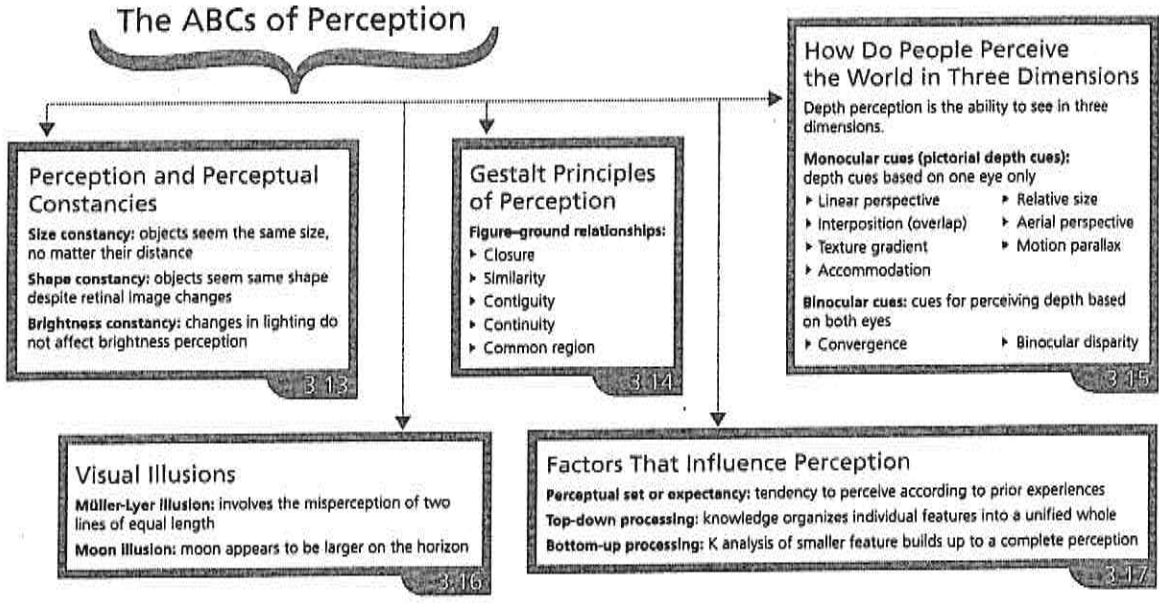
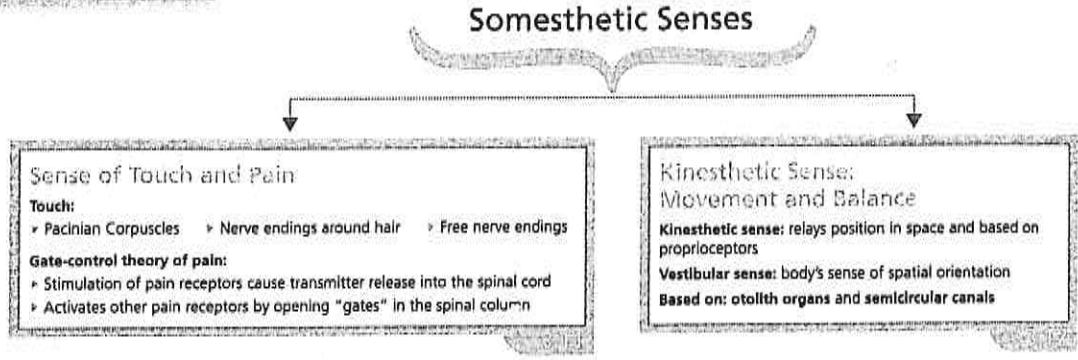
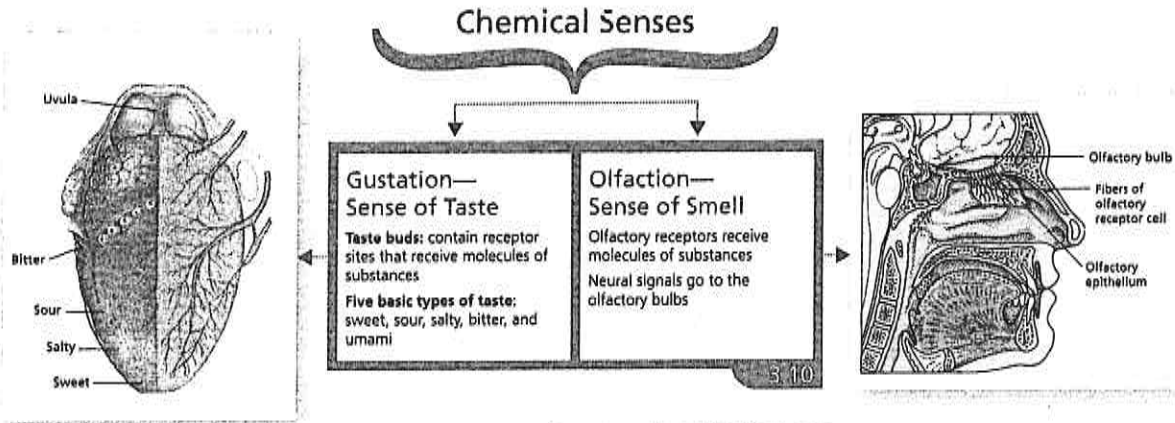
Nerve hearing impairment: damage to the inner ear or auditory pathways

Cochlear implant: an electronic device in the inner ear to restore hearing

3.8

Perception of Pitch

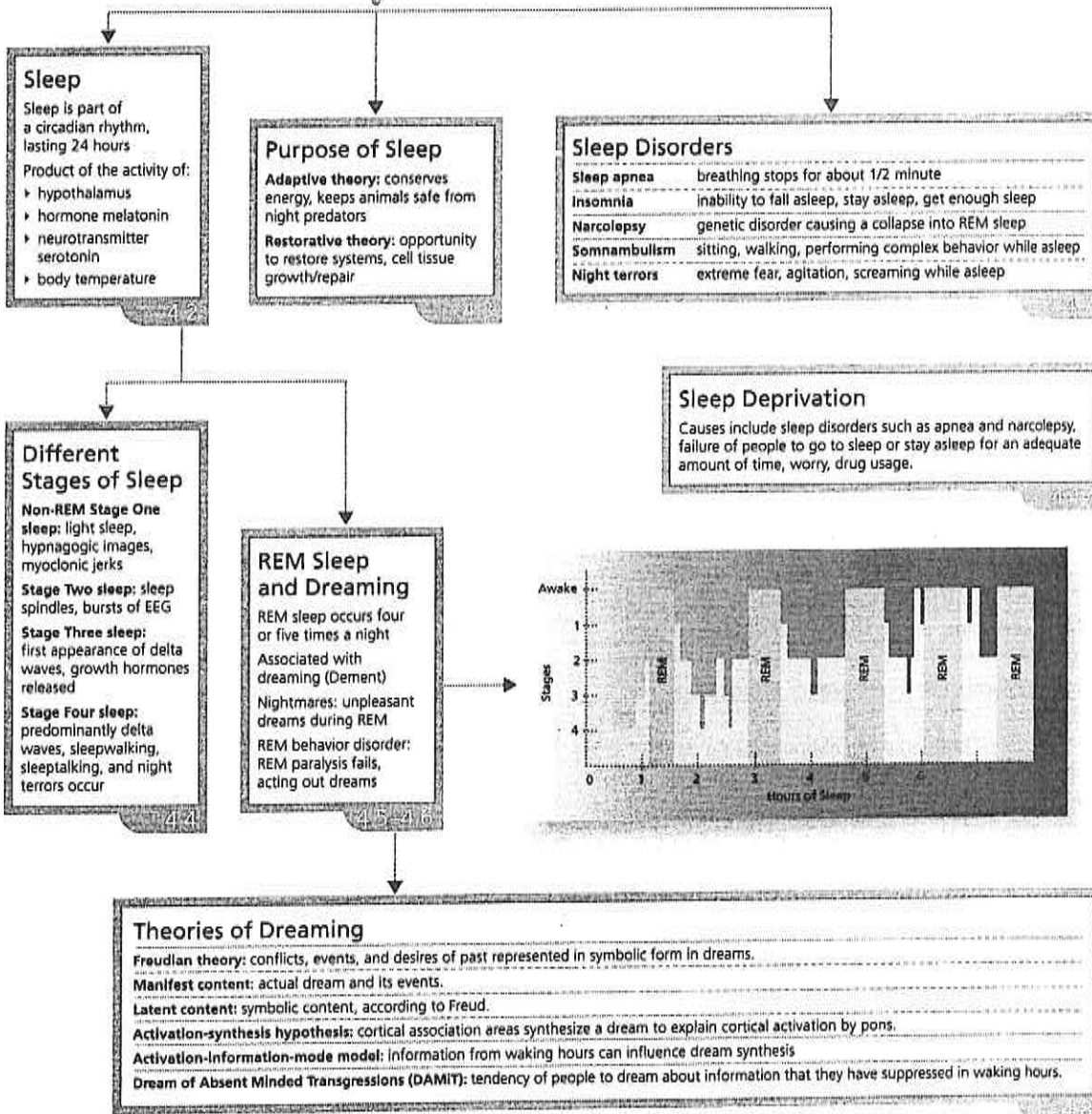
Place theory: organ of Corti hair cells corresponding to pitches above 1,000 Hz
Frequency theory: basilar membrane vibrates corresponding to pitches below 100 Hz
Volley theory: neurons take turns firing for sounds above 100 Hz and below 1,000 Hz



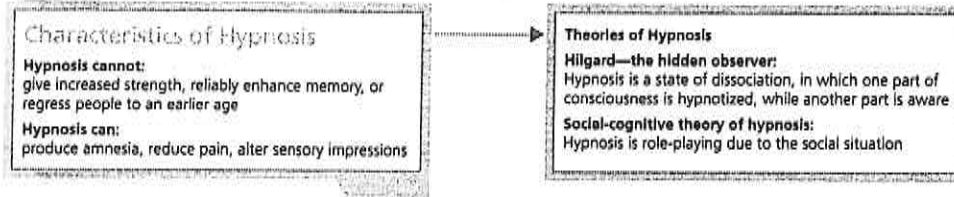
Consciousness

Consciousness: person's awareness at a given moment Altered states: shifts in quality or pattern of mental activity

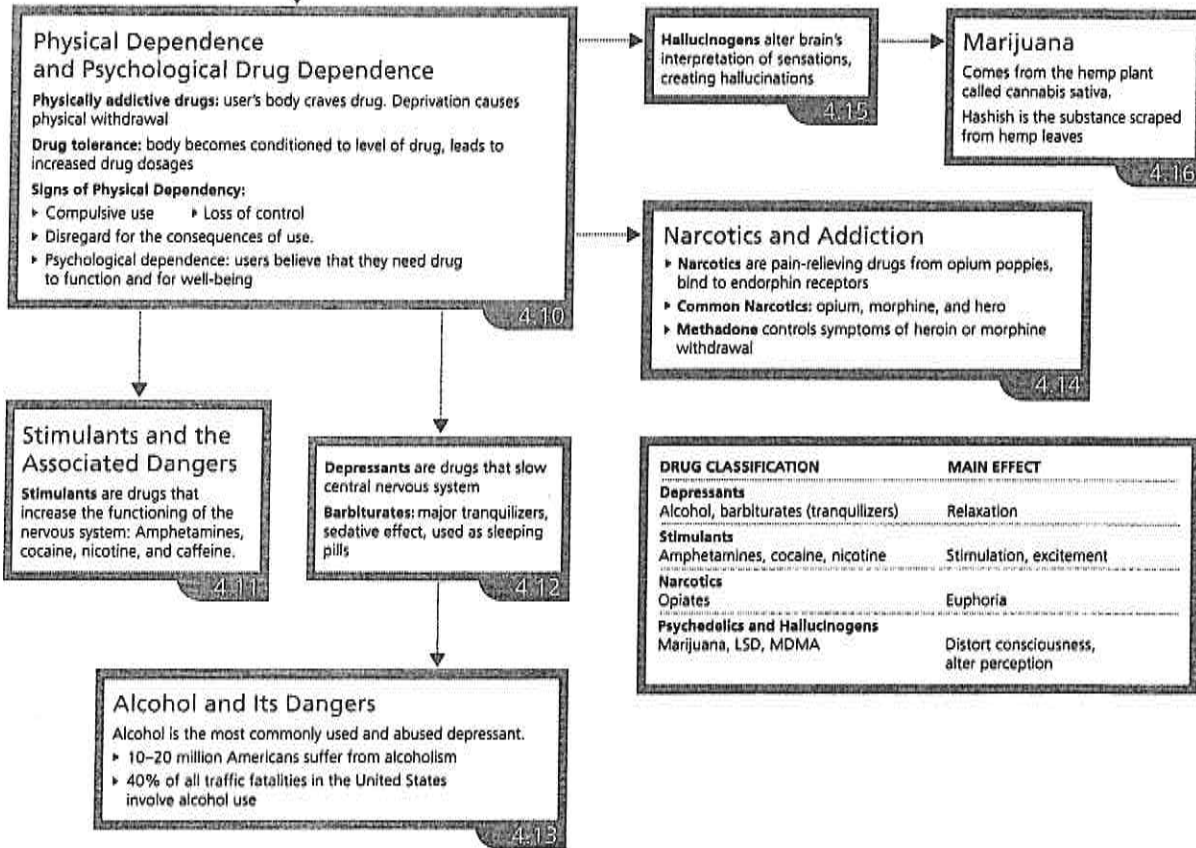
Altered States: Sleep



Altered States: Hypnosis



Altered States: Psychoactive Drugs



Definition of Learning
 Relatively permanent change in behavior caused by experience or practice

Classical Conditioning

Pavlovian or Classical Conditioning
 Phenomenon in which one stimulus can, through pairing with another stimulus, come to produce a similar response

Concepts in Classical Conditioning
Unconditioned stimulus (UCS): stimulus that automatically evokes involuntary unconditioned response (UCR)
Unconditioned response (UCR): response naturally evoked by UCS
Conditioned stimulus (CS): neutral stimulus, paired with the unconditioned stimulus, evokes conditioned response (CR) on its own
Conditioned response (CR): response evoked by CS after CS-UCS pairing

Conditioned Emotional Responses
Phobias: Watson demonstrated that a phobia could be learned through classical conditioning (e.g. "Little Albert")
Conditioned taste aversions: food producing nausea becomes aversive
Biological preparedness: animals learn certain associations, such as taste and nausea, with only one or few pairings due to the survival value

Pavlov's Classic Experiment in Conditioning
 Presented a sound (CS) followed by food (UCS)
 • After several pairings, sound alone elicited salivation (CR)
 • CS must precede UCS

Operant Conditioning

MAJOR THEORISTS

Thorndike's Law of Effect
 A response followed by a pleasurable consequence will be repeated, but a response followed by an unpleasant consequence will not be repeated

Skinner's Contribution to Operant Conditioning
 B. F. Skinner: voluntary response learning—operant conditioning

Important Concepts in Operant Conditioning
Primary reinforcer: stimulus that satisfies a basic, natural drive
Secondary reinforcer: stimulus becomes reinforcing after paired with primary reinforcer
Positive reinforcement: stimulus whose presentation increases probability of response
Negative reinforcement: stimulus whose termination increases probability of response
Shaping: reinforcement of successive approximations to some final complex goal
Extinction, generalization and discrimination, and spontaneous recovery: also occur in operant conditioning

Schedules of Reinforcement
Continuous reinforcement: every correct response is followed by a reinforcer
Partial reinforcement: reinforcement is not given after every trial but according to a schedule
Partial reinforcement effect: A response rewarded under a partial reinforcement schedule is much more resistant to extinction

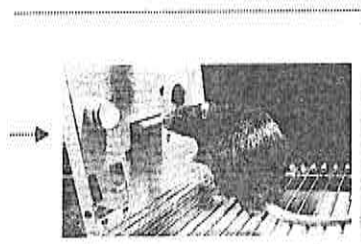
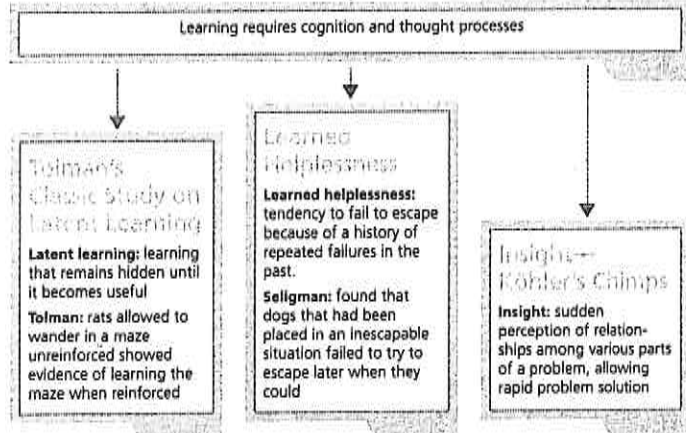
Partial Reinforcement Schedules
Fixed ratio: a certain number of responses are required
Variable ratio schedule: a varying number of responses is required
Fixed interval schedule: correct response made within a set interval
Variable interval schedule: reinforcement follows a varying interval of time

OPERANT CONDITIONING	CLASSICAL CONDITIONING
Goal is to increase the rate of an already occurring response.	Goal is to create a new response to a stimulus that doesn't normally produce it.
Responses are voluntary.	Responses are involuntary and reflexive.
Consequences are important in forming an association.	Antecedent stimuli are important in forming an association.
Reinforcement must be immediate.	CS must occur immediately before the UCS.
An expectancy develops for reinforcement to follow a correct response.	An expectancy develops for UCS to follow CS.

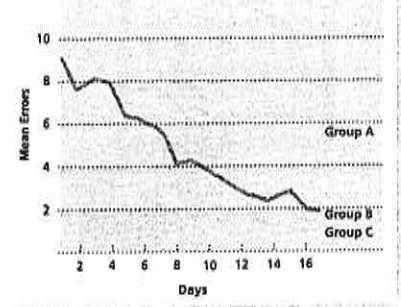
Processes of Classical Conditioning
Pavlovian perspective: CS became substitute for UCS through association
Cognitive perspective: CS provides information about arrival of UCS

Other Important Aspects of Classical Conditioning
Stimulus generalization: stimuli similar to UCS will evoke CR but to a lesser degree
Stimulus discrimination: presentation of a stimulus similar to CS without UCS leads to this stimulus not producing generalization
Extinction: disappearance or weakening the CR following the removal of UCS
Spontaneous recovery: reappearance of CR after a pause in extinction trials
Higher-order conditioning: pairing a neutral stimulus with a strong CS, causes the neutral stimulus also to act as a CS

Cognitive Learning Theory



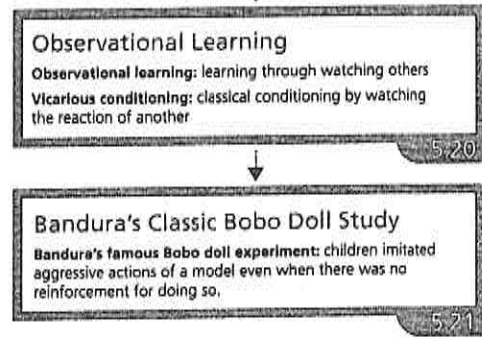
Punishment and Behavior
Punishment: stimulus, when following a response, makes response less likely
Punishment by application: response is followed by an unpleasant stimulus
Punishment by removal: a response is followed by the removal of some pleasurable stimulus
Aggressive punishment: can act as a model for aggressive behavior
Punishment: normally has only a temporary effect on behavior



Operant Stimuli Control of Behavior
Discriminative stimuli: cues that provide information about what response to make in order to obtain reinforcement
Behavioral Resistance to Conditioning
Instinctive behavior in animals is resistant to conditioning or modification

Behavior Modification
 Operant conditioning can be to change or modify behavior
Token economies: Secondary reinforcers, or tokens, are used
Applied behavior analysis (ABA): makes use of shaping
Neurofeedback and How it is Used
Neurofeedback: biofeedback method using EEG

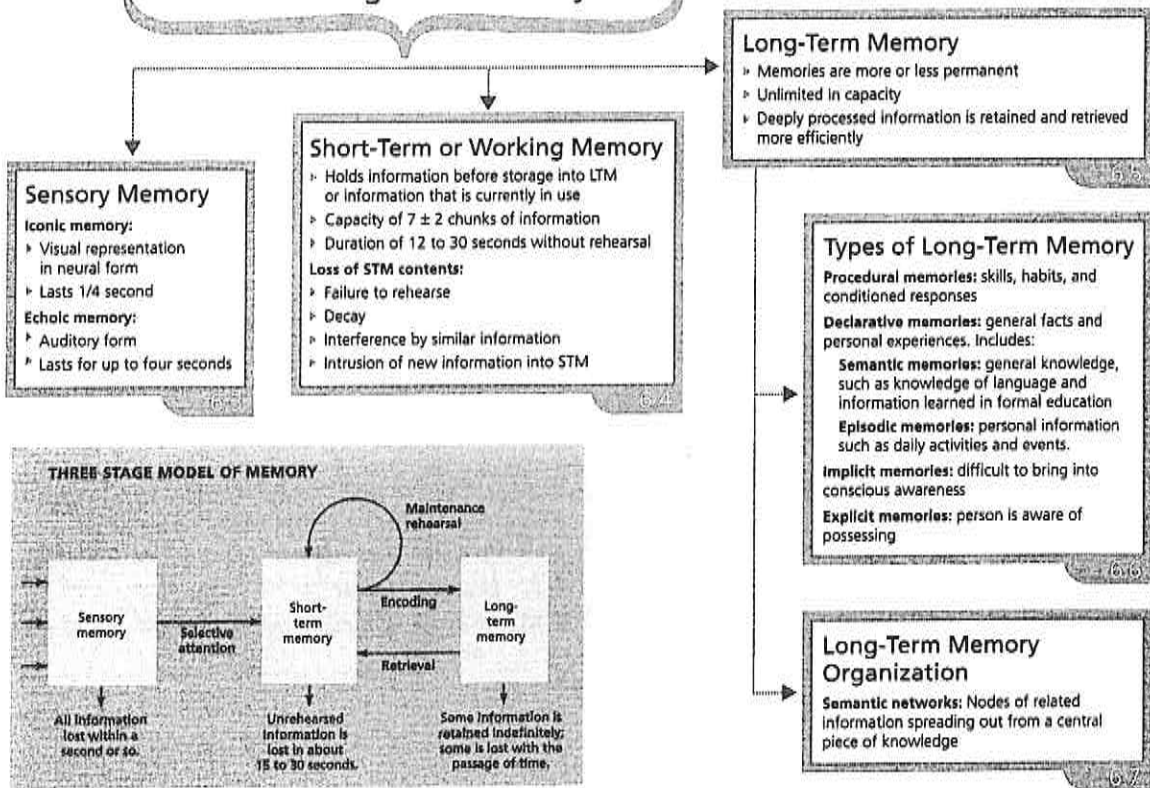
Observational Learning



Memory: Three Processes
Memory: system that actively stores and retrieves information
 Three processes are:
 ▶ Encoding ▶ Storage ▶ Retrieval

Models of Memory
 ▶ Information-processing model
 ▶ Levels-of-processing model
 ▶ Parallel distributed processing (PDP) model

**Information-Processing Theory:
 Three Stages of Memory**



**Classic Studies in Psychology:
 Elizabeth Loftus and Eyewitnesses**

Eye Witness Testimony Reliability—Elizabeth Loftus
Loftus and others have found:
 ▶ People update and revise their memories of events
 ▶ Add information to a memory that occurred later
 ▶ Revisions occur even if information is in error

Flashbulb Memory
 ▶ Vivid and detailed memories caused by emotional or traumatic events
 ▶ No more accurate than any other memories

RETRIEVAL OF LONG-TERM MEMORIES

Use of Cues for Remembering

Retrieval cue: a stimulus for remembering. Retrieval cues are encoded at same time as new memory

Encoding specificity: physical surroundings become encoded as retrieval cues

State-dependent learning: physiological/psychological states used as retrieval cues

Differences Between Recall and Recognition

Recall: information must be "pulled" out of memory

Recognition: involves matching information with stored images or facts.

Serial position effect: first items and last items in a list are recalled better than middle items

RECONSTRUCTIVE NATURE OF LONG-TERM MEMORY RETRIEVAL

Long-Term Memory Formation

Constructive processing: memories are reconstructed from information that is stored during encoding

Hindsight bias: tendency to believe, through revision of older memories to include newer information, that one could correctly predict outcome of an event

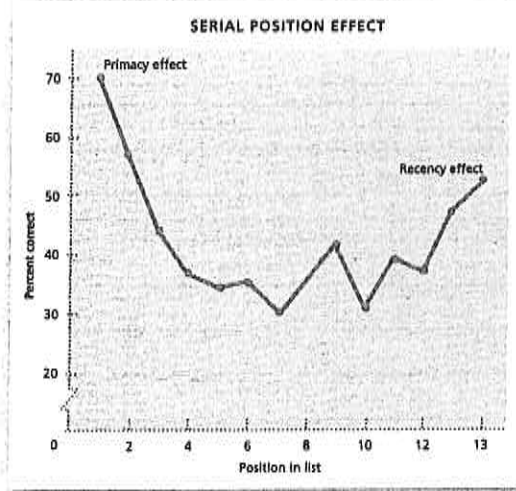
Memory Retrieval Problems

Misinformation effect: misleading questions or information may be incorporated into memory

False memory syndrome: creation of false or inaccurate memories through suggestion, hypnosis

Types of Forgetting

TYPES OF FORGETTING	DESCRIPTION
Encoding Failure	The information is not attended to and fails to be encoded.
Decay or Disuse	Information that is not accessed decays from the storage system over time.
Proactive Interference	Older information already in memory interferes with the retrieval of newer information.
Retroactive Interference	Newer information interferes with the retrieval of older information.



Memory and Brain

Procedural memories: cerebellum
Short-term memories: cortical prefrontal and temporal lobes
Semantic and episodic memories: frontal and temporal lobes
Memory for fear: amygdala

Memory Formation in the Brain

Consolidation: neuronal changes during formation of a memory

Hippocampus: responsible for, new long-term memory storage, removal destroys ability to store anything new

Amnesia

Retrograde amnesia: past memories lost; can be for minutes or several years

Electroconvulsive therapy: can cause retrograde amnesia

Anterograde amnesia: new memory formation blocked; old memories retrievable

Infantile amnesia: lack of memories before the ages 2-3; due to implicit nature of infant memory

Developmental Research Methods

Longitudinal design: same participants over a long period
Cross-sectional design: participants of different ages
Cross-sequential design: participants first studied cross-sectionally and then followed for 6 years

7.1

Heredity and Environmental Factors

► Behavioral genetics—nature (hereditary factors) vs. nurture (environmental influences)
► Development occurring as gradually vs. discrete stages

7.2

Prenatal Development

Chromosomes, Genes, DNA and a Person's Characteristics or Disorders

Dominant genes: control the expression of a trait
Recessive genes: expressed when paired with another recessive gene
Traits: results of combinations
Chromosome disorders: Down syndrome, Klinefelter's syndrome, Turner's syndrome
Genetic disorders: PKU, cystic fibrosis, sickle-cell anemia, Tay-Sachs disease
Zygote: fertilized and dividing egg cell

Monozygotic and Dizygotic Twins

Identical twins



1 Accounting for about 1 to 250 births, these are created when a single egg is fertilized by one sperm.

2 The egg splits into halves. Each develops into a fetus with the same genetic composition.

Fraternal twins



1 Twice as common as identicals, fraternal arise when two eggs are released at once.



2 If both are fertilized by separate sperm, two fetuses form. Genetically they are just ordinary siblings.

Germinal Period, Embryonic, and Fetal Periods—Hazards in Prenatal Development

Germinal period:

► First two weeks of pregnancy
► Dividing mass of cells (blastocyst) moves down fallopian to uterus

Embryonic period:

► Two weeks after conception to eight weeks.
► Vital organs and structures form during this period,
► Teratogens likely to affect the development of organs & structures

Fetal period:

► Beginning of ninth week until birth
► Tremendous growth occurs, length and weight increase
► Organs continue to become fully functional

Infancy and Childhood Development

Physical Changes in Infancy and Childhood

Four critical areas of adjustment for the newborn: respiration, digestion, circulation, and temperature regulation
Infant reflexes aid infant survival: Sucking, Rooting, Moro (startle), Grasping, and Stepping
Senses: except for vision, are fairly well developed at birth.
Vision: blurry and lacking in full color perception until infant is 6 months old
Gross and fine motor skills: develop at a fast pace during infancy and early childhood

Facts/Myths Concerning Infant Immunizations

► Immunizations far less dangerous than the diseases they prevent
► Most effective weapons in the fight against infectious diseases

Three Views of Cognitive Development

Piaget's Stages:

► **Sensorimotor stage:** sensory and physical interaction
► **Preoperational thought:** language—tool of exploration
► **Concrete operations:** logical thought possible
► **Formal operations:** abstract concepts and hypothetical thinking

Vygotsky's theory:

► **Scaffolding:** children learn when helped by peer/adult
► **Zone of proximal development:** difference between mental age of tasks child performs without help and with help

Information processing theory:

► Children improve in memory capacity as they age
► Control strategies improve memory performance
► Metamemory: children gain a better understanding of how their own memories work

Stages of Language Development

cooing, babbling, one-word speech (holophrases), and telegraphic speech

Language Learning

► Some learning through reinforcement and imitation
► Infants may possess a language acquisition device (LAD) that governs learning of language during infancy and early childhood

Development of Personalities and Forming Relationships

Three basic infant temperaments:

- ▶ **Easy** (regular, adaptable, and happy)
- ▶ **Difficult** (irregular, nonadaptable, irritable)
- ▶ **Slow to warm up** (need to adjust gradually)

Four types of attachment: Secure, avoidant, ambivalent, disorganized.

Erikson's First Four Stages of Psychosocial Development

1. **Trust vs. mistrust:** predictability/trust vs. mistrust
2. **Autonomy vs. shame and doubt:** physical independence
3. **Initiative vs. guilt:** emotional/psychological independence
4. **Industry vs. inferiority:** competence and developing self-esteem

Contact comfort and attachment:

- ▶ Harlow's classic research demonstrated the importance of contact comfort
- ▶ Contradicted earlier view that attachment was based on mother's food delivery



Learning Gender Roles

- ▶ Social learning theorists: imitation and reinforcement lead to correct gender behavior
- ▶ Gender schema theorists: gender as a concept that is developed over time

Adolescence

From age 13 to the early twenties—physical development reaches completion

Puberty

- ▶ Period of about four years during which the sexual organs and systems fully mature
- ▶ Secondary sex characteristics such as body hair, breasts, menarche, deepening voice, and growth spurt occur

Formal Operations and Moral Thinking

Adolescents engage in two kinds of egocentric thinking: imaginary audience and personal fable.

Kohlberg: Three levels of moral development: pre-conventional, conventional, and post-conventional morality

Erikson's Adolescent Identity Versus Role Confusion Crisis

Adolescents try to achieve consistent sense of self from among all the roles, values, and futures open to them

Adulthood

Adulthood and Aging

Characteristics of aging:

- ▶ Twenties: peak of physical health
- ▶ Thirties: aging becomes more visible
- ▶ Forties: visual problems occur, weight increases, strength and height decrease

Gender Issues:

- ▶ Women: decline in reproductive capacity ending at about age 50 with menopause
- ▶ Men: andropause changes in testosterone and other male hormones

Health problems in aging:

- ▶ High blood pressure, arthritis, cancer, skin cancers, heart disease, strokes
- ▶ Reaction times slow, intelligence/memory remain stable

ADHD and Adults

- ▶ Children with ADHD grow up to be adults with ADHD
- ▶ Affects work, relationships, and emotional well-being
- ▶ Can be treated with medication and/or therapy

Erikson's Stages in Adulthood

Intimacy vs. Isolation: young adulthood—establishing intimate relationships

Generativity vs. stagnation: middle adulthood—help the next generation through its crises

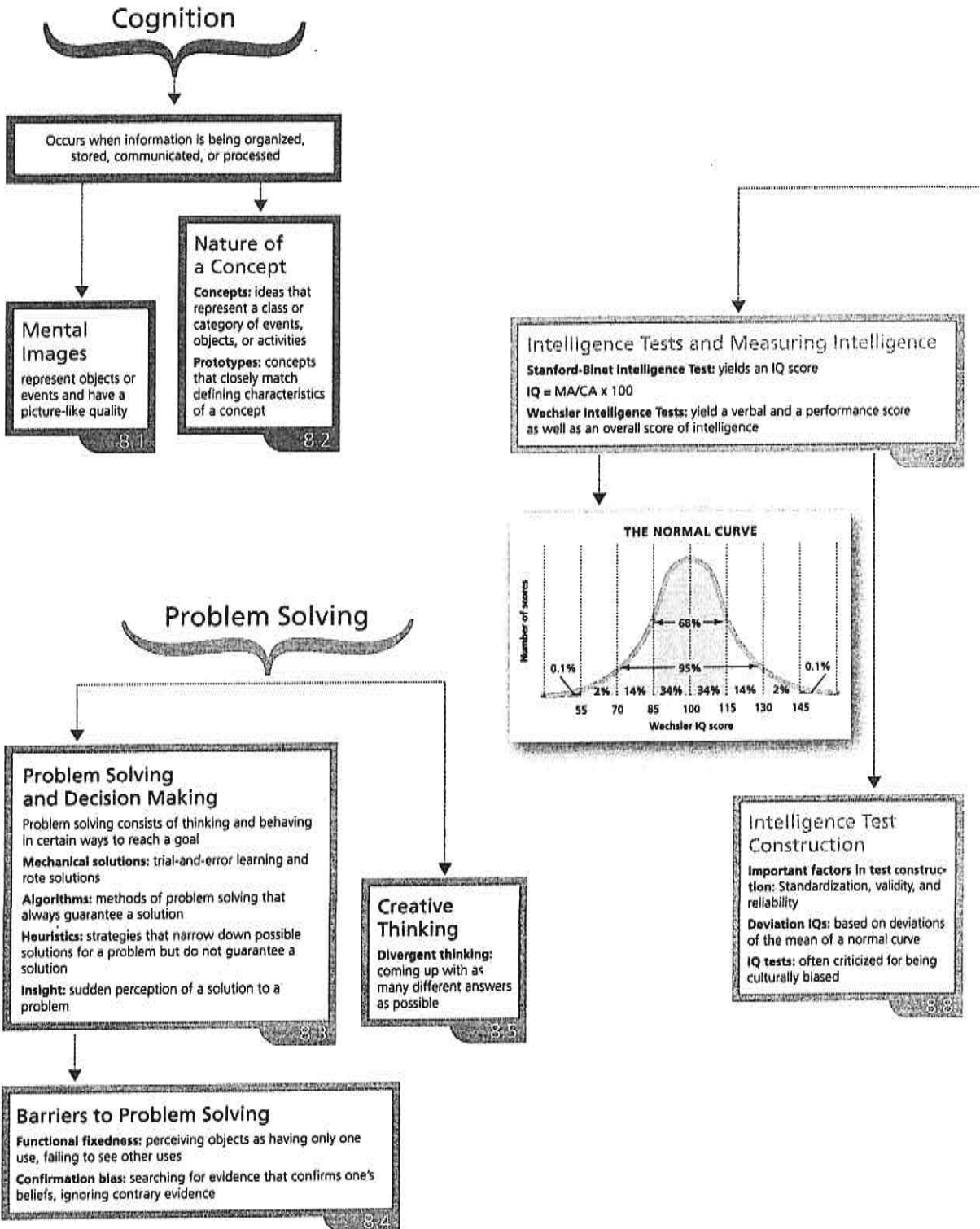
Integrity vs. despair: final crisis—coming to terms with mortality

Theories of Aging

Cellular clock theory: cells have limited reproduction times

Wear-and-tear theory: repeated use and abuse of the body's tissues cause it to be unable to repair all the damage

Free radical theory: oxygen molecules with unstable electrons move around the cell, damaging cell structures as they go



Intelligence

Ability to understand the world, think rationally or logically, and use resources effectively when faced with challenges or problems

Artificial intelligence

- Artificial intelligence: attempt to create a machine that thinks like a human being
- Computers have been designed that play chess and perform in similar ways to humans
- True flexibility of human thought has yet to be developed in a machine

Theories of Intelligence

Spearman proposed

- General intelligence or g factor:** ability to reason and solve problems
- Specific intelligence or s factor:** ability to excel in certain areas

Gardner: proposed eight different types of intelligence (from verbal, linguistic, and mathematical to interpersonal and intrapersonal intelligence)

Sternberg proposed three types of Intelligence: analytical, creative, and practical

Emotional Intelligence: viewed as a powerful influence on success in life

Influence of Heredity and Environment on Intelligence

- Stronger correlations are found between IQ scores as genetic relatedness increases
- Heritability of IQ is estimated at 0.50

Mental Retardation and Its Causes

Mental retardation or developmental disability:

- Condition in which IQ falls below 70
- Adaptive behavior severely deficient at a particular chronological age

Causes Include: deprived environments, chromosome and genetic disorders, and dietary deficiencies

Giftedness

Gifted persons: having IQ scores at the upper end of the normal curve (130 or above)

Being Intellectually Gifted—Terman's Termites

Terman demonstrated that gifted children usually grow up to be successful adults

Language

System for combining symbols so that an infinite number of meaningful statements can be created and communicated to others

Elements and Structure of Language

Grammar: system of rules by which language is governed

Parts of language:

- phonemes**—basic units of sound in language
- morphemes**—smallest units of meaning within a language
- syntax**—system of rules for combining words and phrases

Pragmatics: practical aspects of language

Language and Thinking

Sapir and Whorf linguistic relativity hypothesis: language controls and helps development of thought processes and concepts

Cognitive universalism viewpoint: concepts are universal and directly influence the development of language

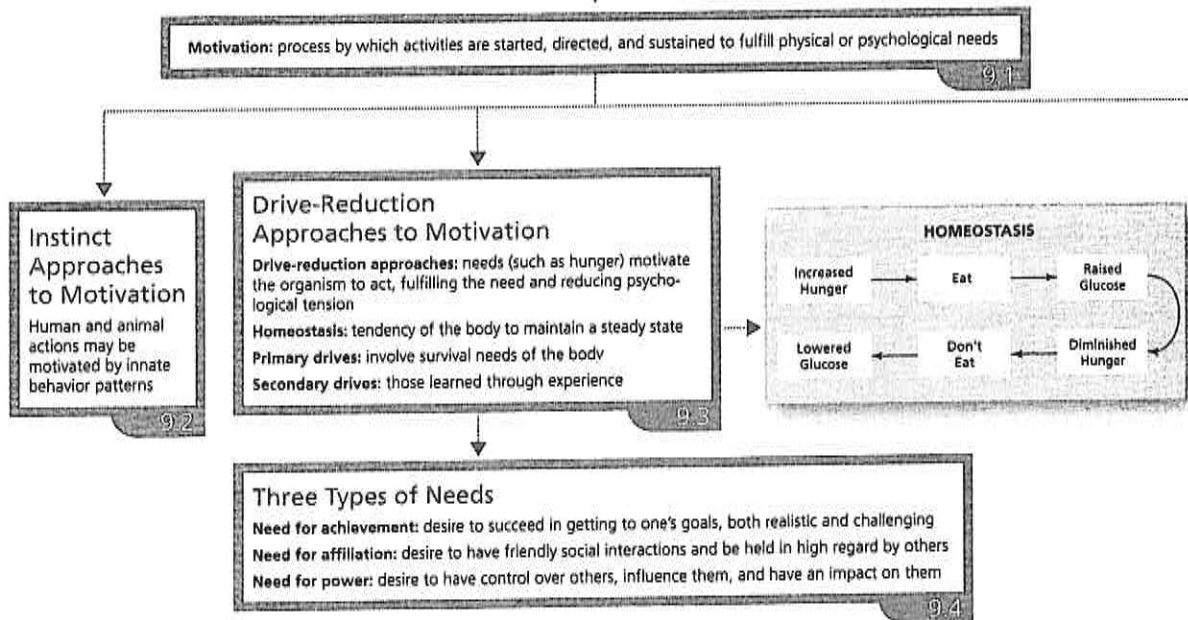
Improving Thinking

Mental activity requiring creativity and memory can help keep brain fit.

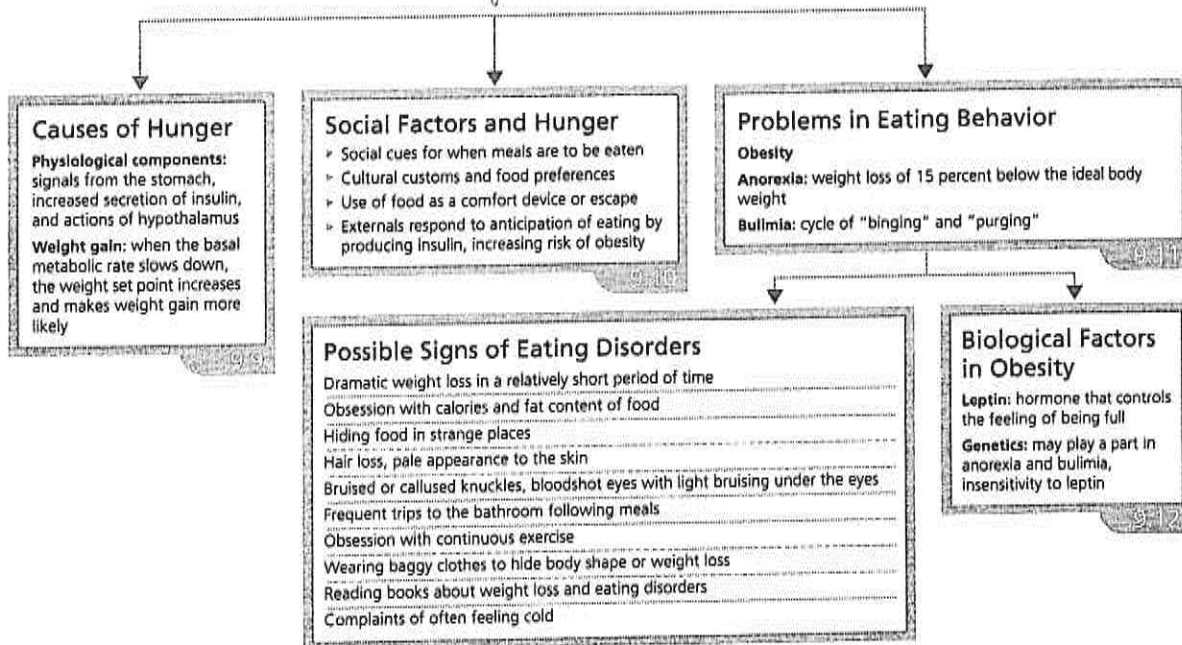
Animal Language

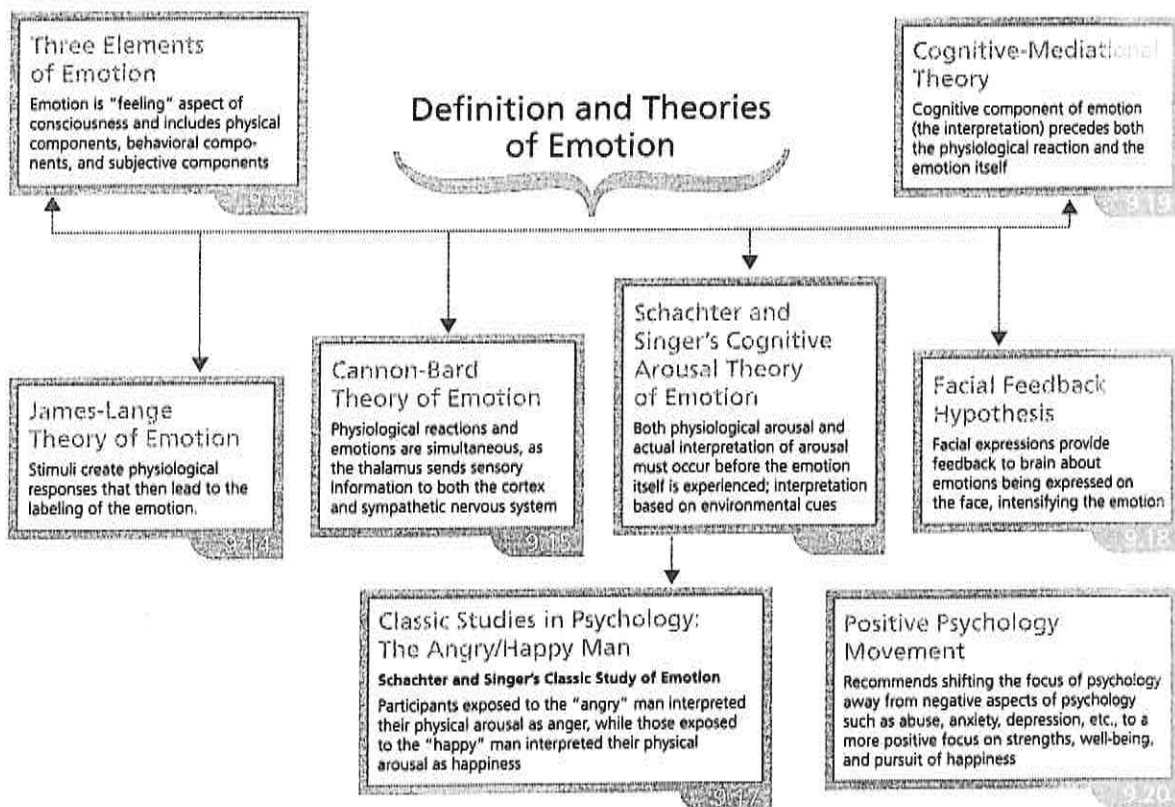
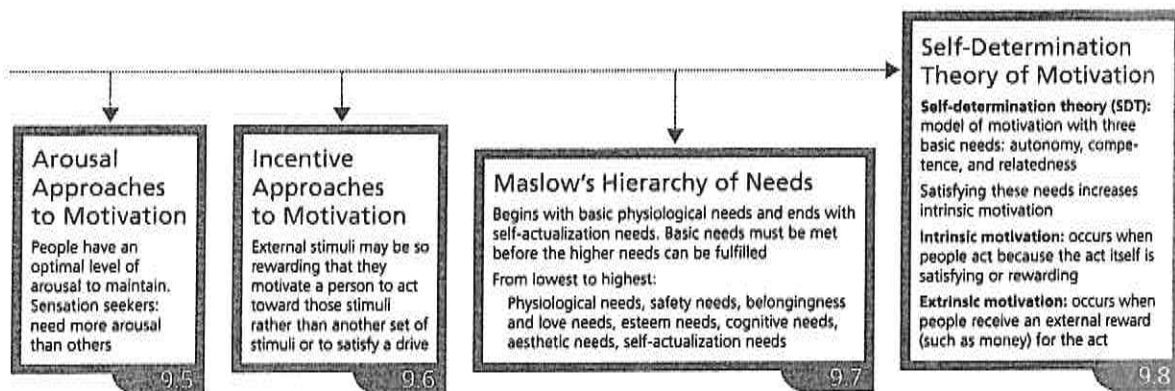
- Chimpanzees, parrots, and dolphins have demonstrated a basic kind of language, including some abstract ideas
- Controversy exists over lack of evidence that animals can learn syntax

Approaches to Motivation



Eating Behaviors



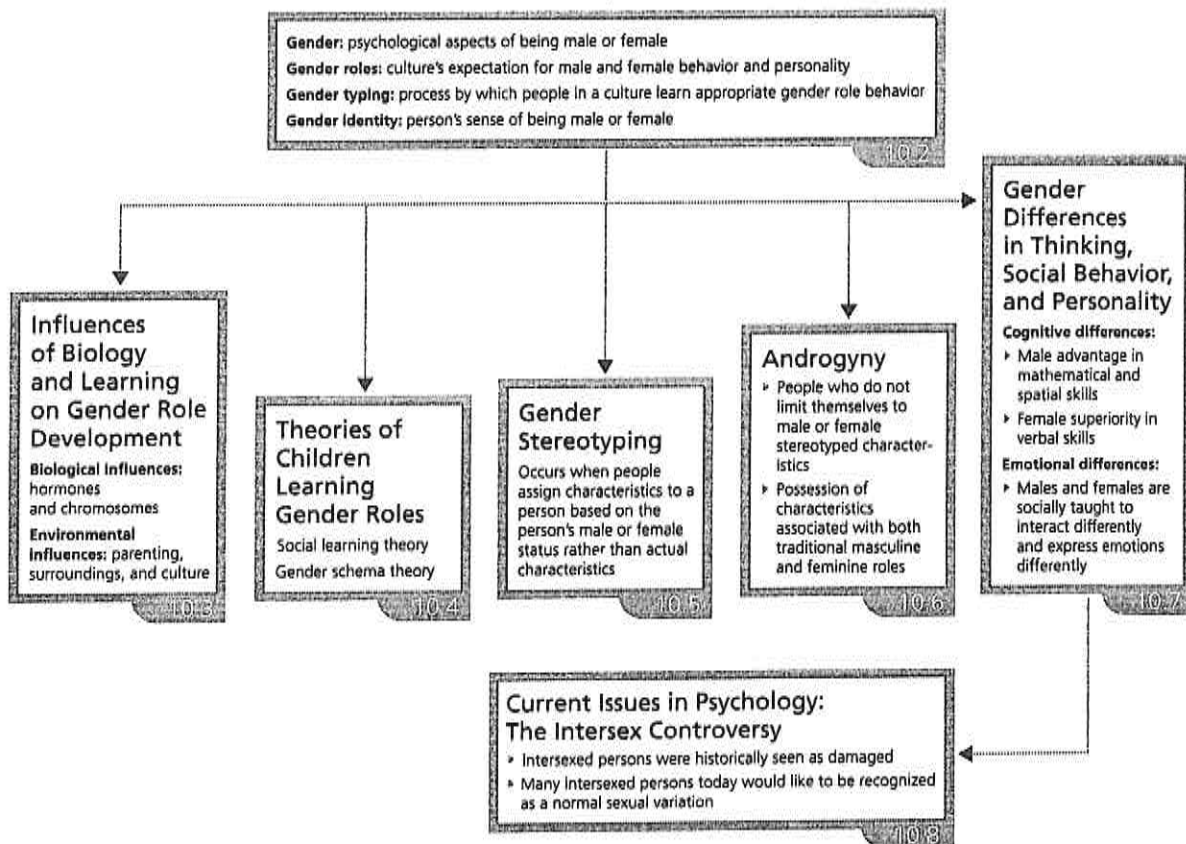


Physical Side of Human Sexuality

<p>Female sexual organs (primary sex characteristics) present at birth: vagina, uterus, and ovaries</p> <p>Female sexual organs/characteristics that develop during puberty (secondary sex characteristics):</p> <ul style="list-style-type: none"> ▶ Growth spurt ▶ Menarche ▶ Breast development ▶ Widening hips ▶ Pubic hair ▶ Fat deposits ▶ Further growth and development of uterus, vagina, and ovaries 	<p>Male primary sex characteristics: penis, scrotum, testicles, and prostate gland</p> <p>Secondary male sex characteristics:</p> <ul style="list-style-type: none"> ▶ Enlarged larynx (Adam's apple) ▶ Deepening voice ▶ Facial and chest hair ▶ Pubic hair ▶ Coarser skin texture ▶ Large increase in height
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10.1

Psychological Side of Human Sexuality: Gender



10.2

10.3

10.4

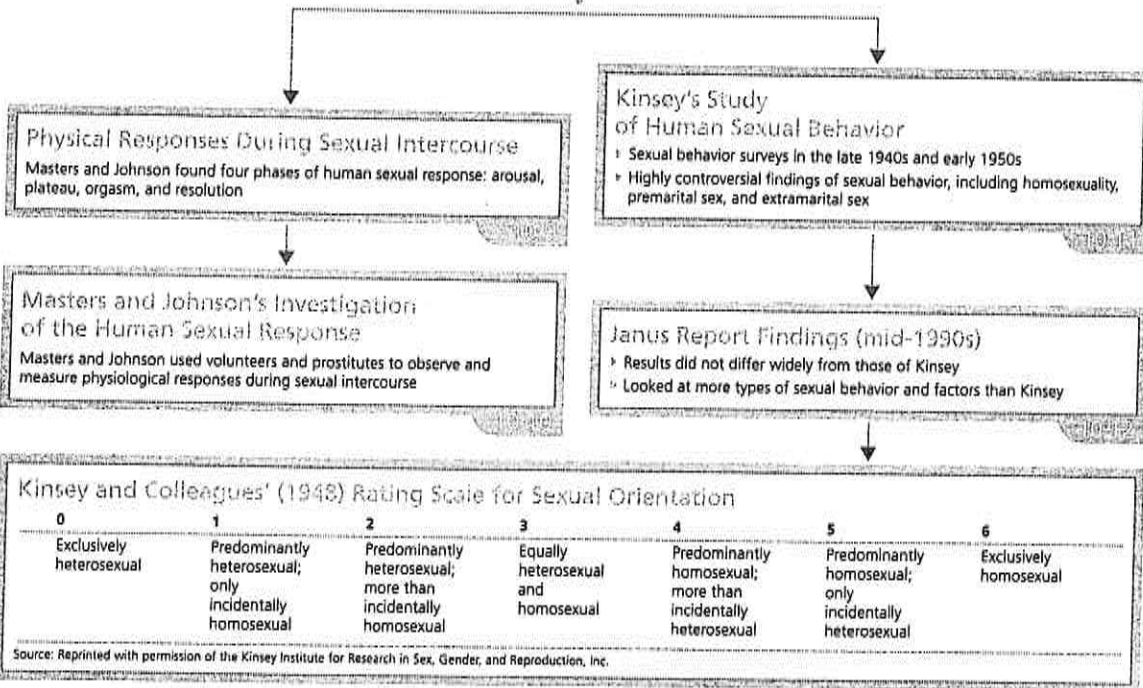
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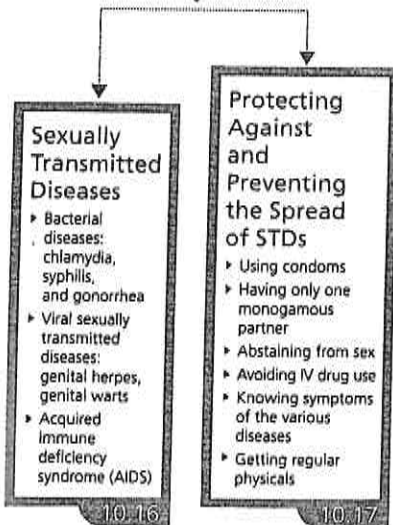
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10.8

Sexual Behavior Studies



Sexually Transmitted Diseases



Different Sexual Orientations and Their Development

- ▶ Heterosexuals: attracted to people of the opposite sex; the largest sexual orientation
- ▶ Homosexuals: primarily attracted to people of the same sex; about 9 percent of men and 5 percent of women
- ▶ Bisexuals: attracted to both males and females

Sexual Dysfunctions Caused by Physical Problems or Stress

- Organic or stress-induced dysfunctions:**
- ▶ caused by physical problems or by stress
 - ▶ can affect sexual interest, arousal, and response
- Disorders include:** hypoactive sexual desire, sexual aversion, female sexual arousal disorder, male erectile disorder, male orgasmic disorder, female orgasmic disorder, premature ejaculation, and vaginismus dyspareunia

Paraphilias

- Paraphilias:** Sexual behavior that is unusual or not socially acceptable
- Paraphilias include:** fetishism, exhibitionism, voyeurism, frotteurism, necrophilia, transvestism, and pedophilia

Stress

- ▶ Stress occurs when events are identified as threatening or challenging
- ▶ Distress: stress with a negative impact
- ▶ Eustress: optimal amount of stress needed to function well

Cognitive Factors in Stress: Lazarus's Cognitive Appraisal Approach

How people think about a stressor determines, at least in part, how stressful that stressor will become

1. **First step is primary appraisal:** person determines whether an event is threatening, challenging, or of no consequence. Threatening events are more stressful than those seen as challenging
2. **Second step is secondary appraisal:** person assesses resources available to deal with the stressor

Experiences That Can Cause Stress

Catastrophes: result in high levels of stress, including acute stress disorder and post-traumatic stress disorder

Major life changes: create stress by requiring adjustments; increased risk of chronic health problems and accidents

Hassles: daily frustrations/irritations, have impact on daily health

Sources of Stress in Everyday Life

Four sources of stress are: pressure, uncontrollability, frustration, and conflict

Frustrations:

- ▶ can be internal or external
- ▶ may result in persistence, aggression, displaced aggression, or withdrawal

Body and Stress

General Adaptation Syndrome: body's reaction to stress, includes

Three Stages of Reaction:

1. alarm
2. resistance
3. exhaustion

Causes of Suicide

Suicidal behavior:

- ▶ Linked to depression
- ▶ People who talk about suicide should be taken seriously

Different Types of Conflicts

Conflict Types:

- ▶ approach–approach
- ▶ approach–avoidance
- ▶ avoidance–avoidance
- ▶ multiple approach–avoidance

Factors in the Stress Reaction—Autonomic Nervous System:

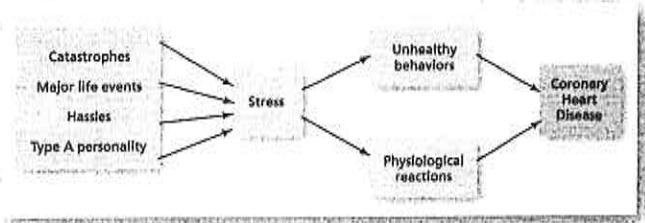
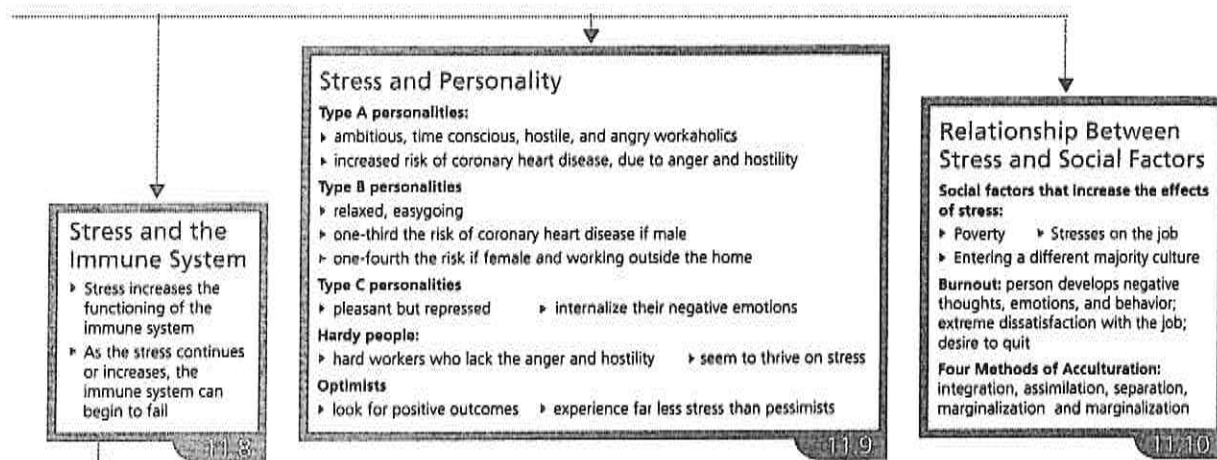
- ▶ **Sympathetic system:** responds to stressful events
- ▶ **Parasympathetic system:** restores body to normal functioning after stress

Two Foci That Can Deal with Stress

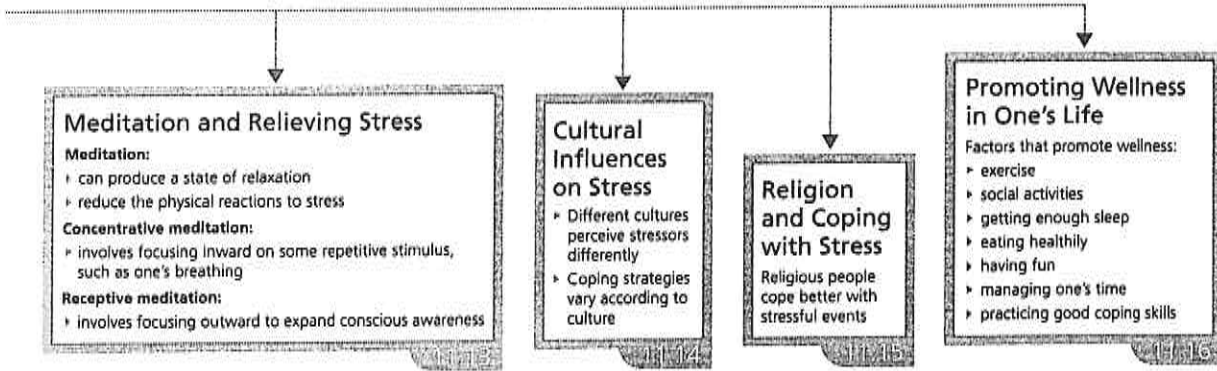
- ▶ **Problem-focused coping:** used when problem can be eliminated or changed so no longer stressful or impact of stressor reduced
- ▶ **Emotion-focused coping:** used with problem-focused coping, involves changing one's emotional reactions

Psychological Defense Mechanisms

- ▶ Unconscious distortions of perceived reality
- ▶ Form of emotion-focused coping



Coping with Stress

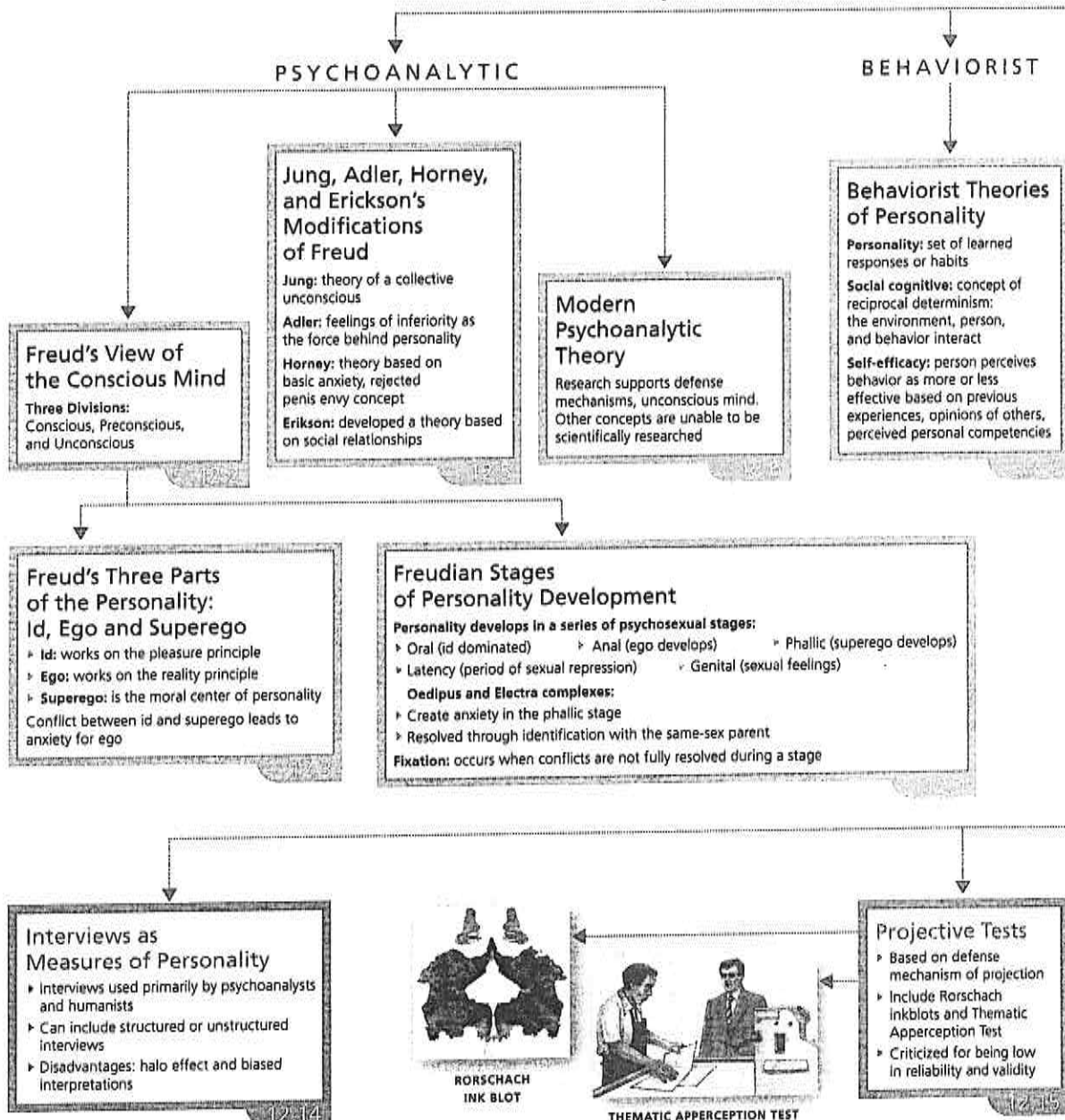


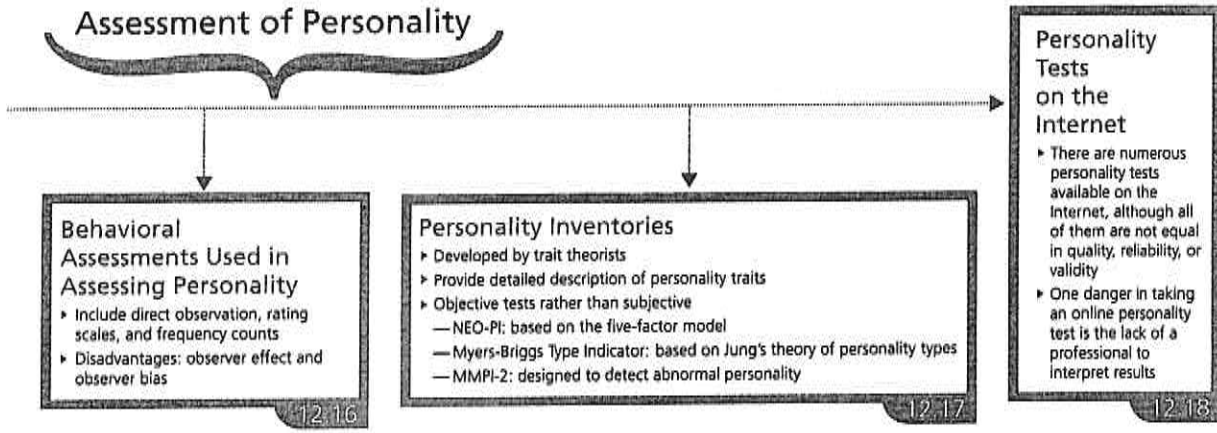
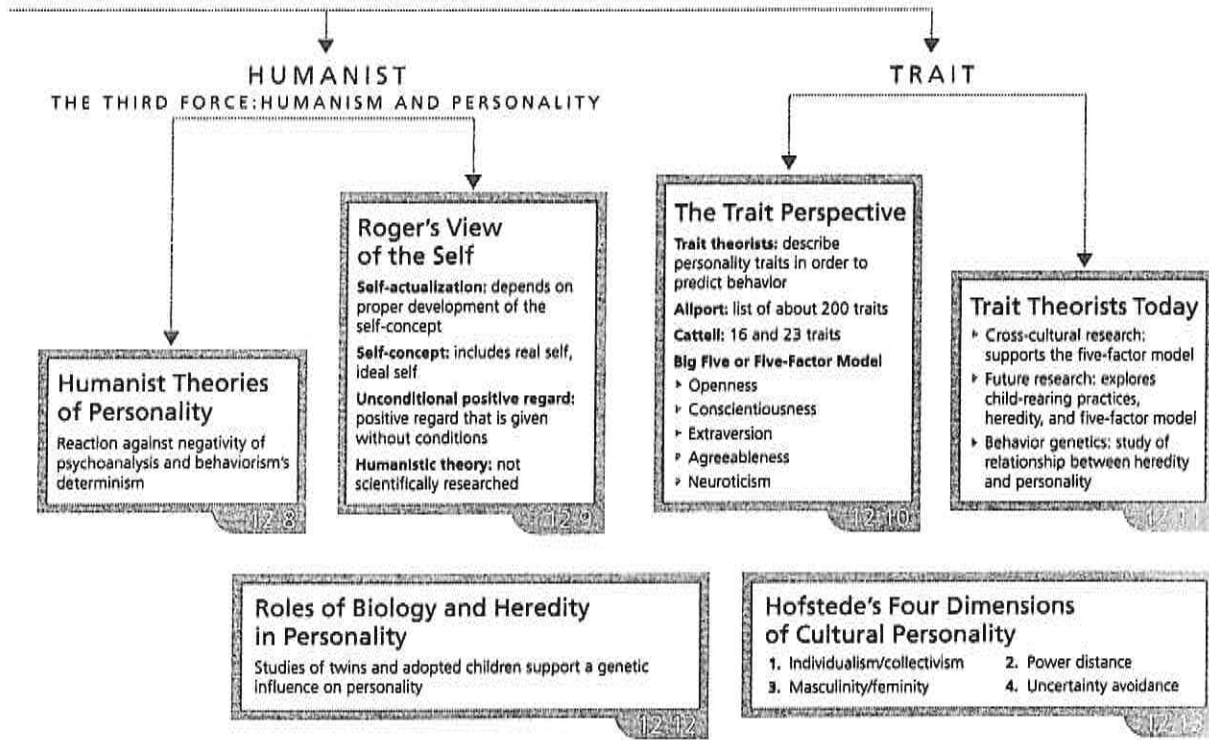
Personality: unique way individuals think, feel, and act

Four perspectives are:

1. Psychoanalytic
2. Behaviorist (including social cognitive theory)
3. Humanist
4. Trait

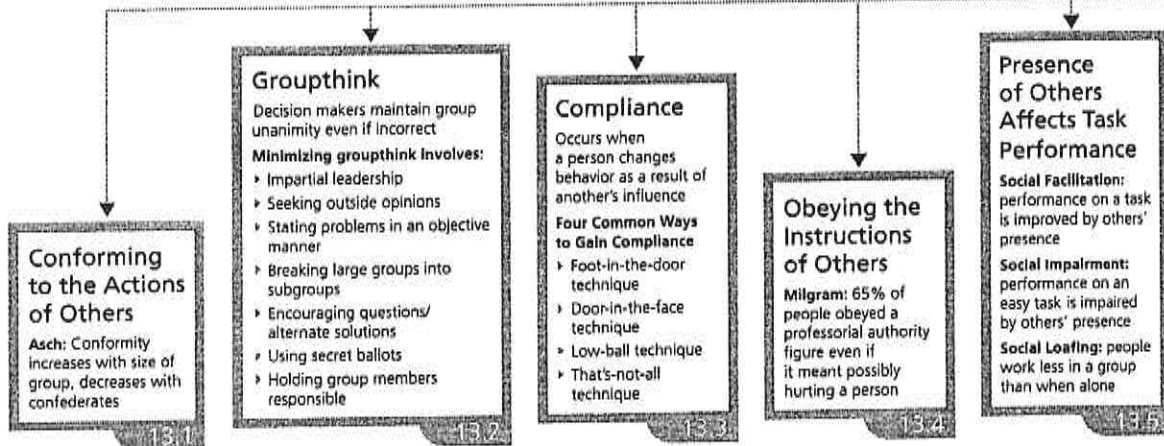
Theories of Personality



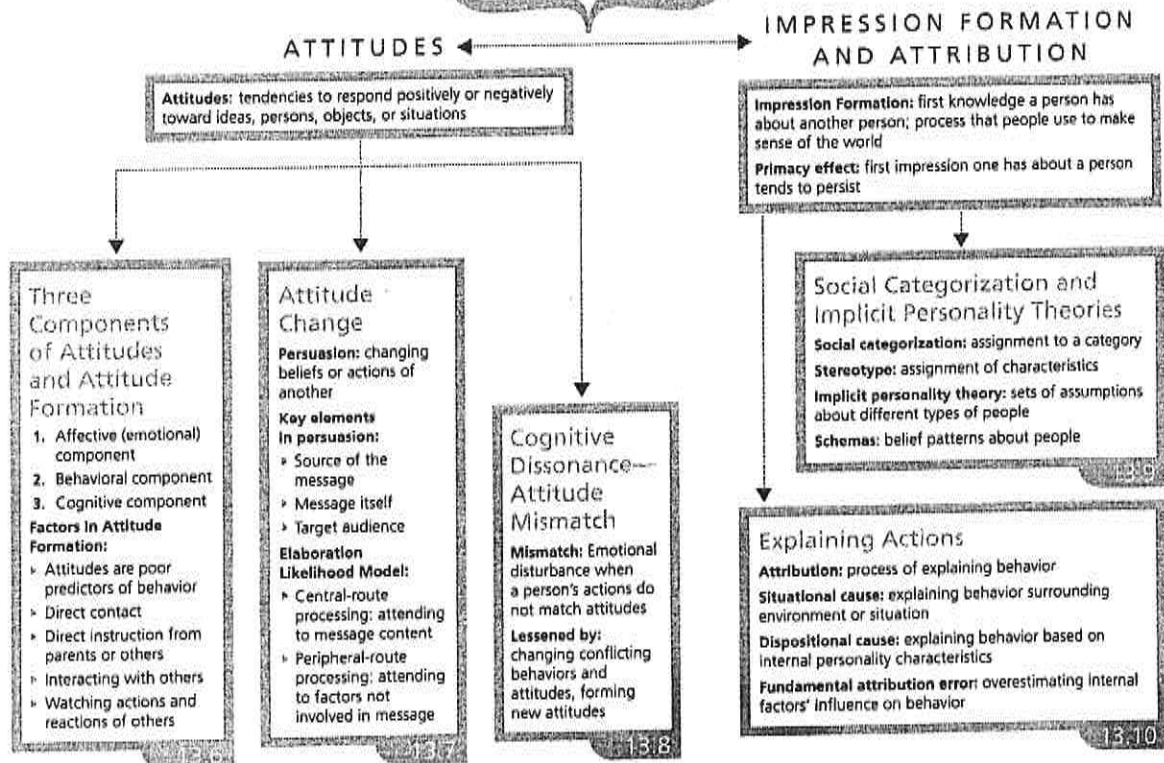


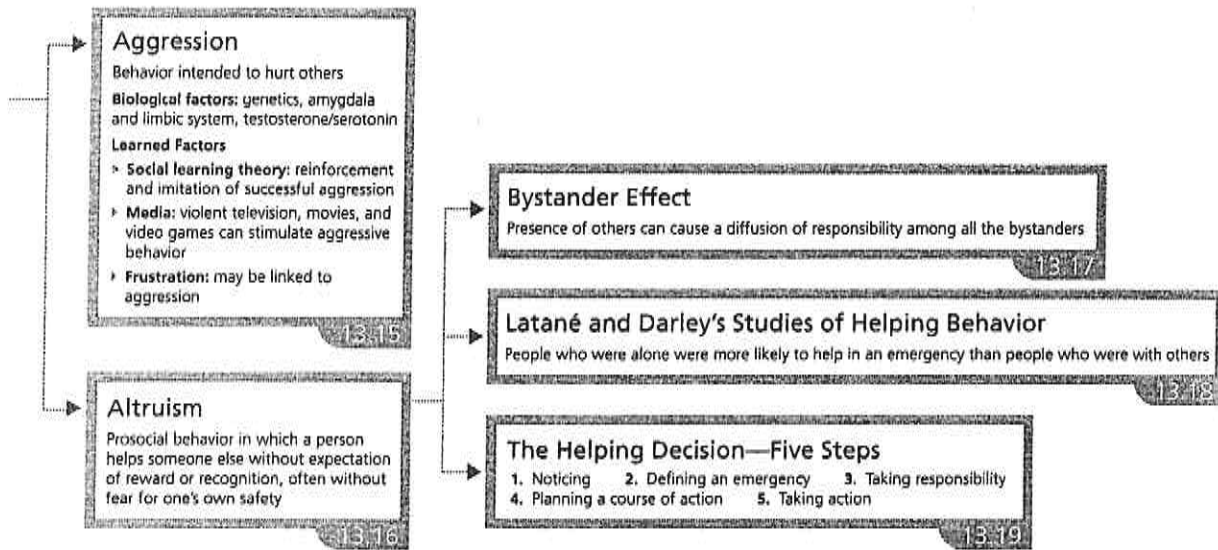
Social psychology: study of thoughts, feelings, and behavior influenced by real, imagined, or implied presence of other people

Behavior



Thoughts





Feelings

PREJUDICE AND DISCRIMINATION

Prejudice and Discrimination
Prejudice: negative attitudes
Discrimination: differential treatment
In-groups: group person identifies with
Out-groups: treated with prejudice
 13.11

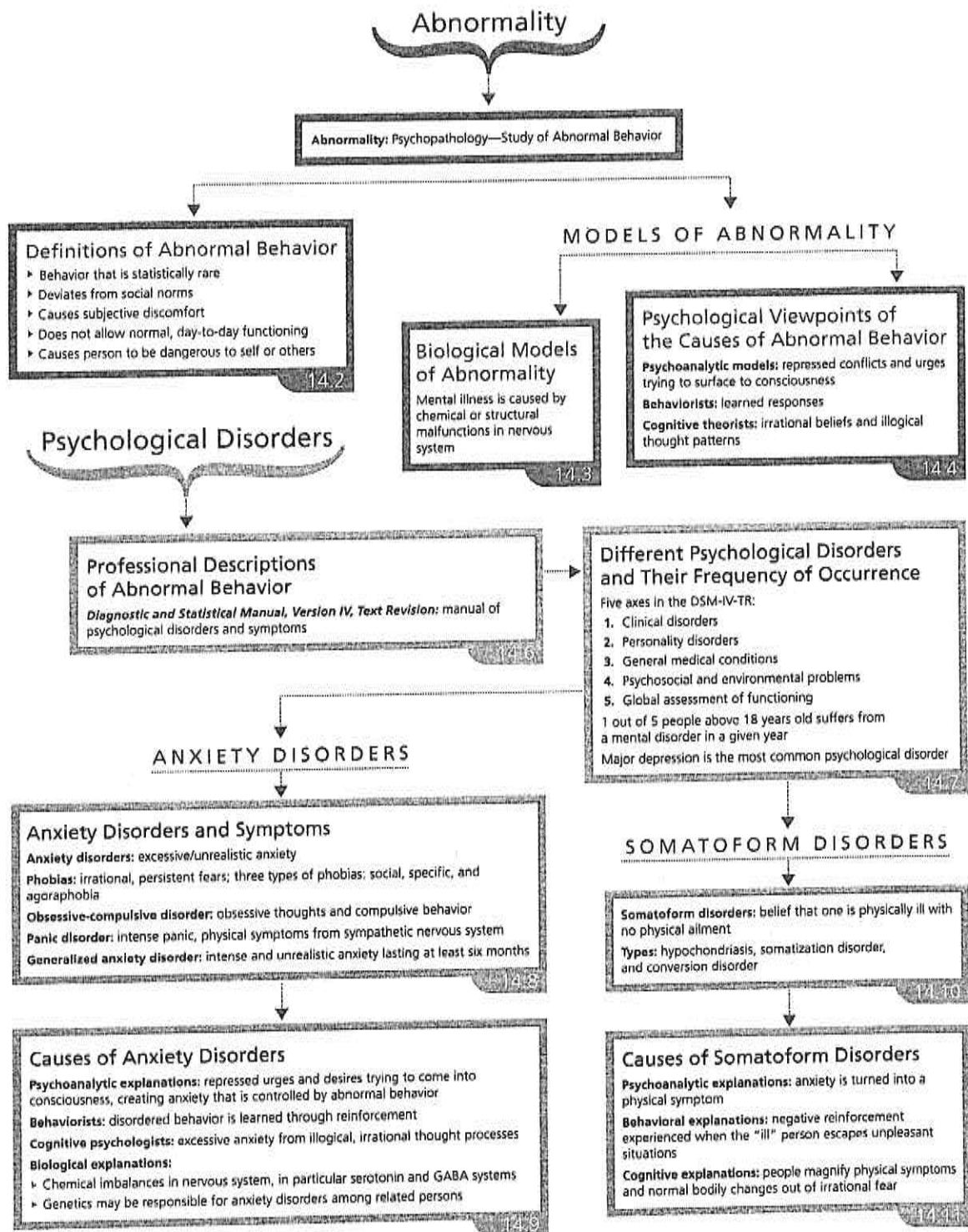
Causes of Prejudice
 > **Social cognitive theory:** acquired through instruction, modeling, and social influences
 > **Social identity theory:** sense of self from social categorization, identity, comparison
 > **Stereotype vulnerability:** stereotypes may become a self-fulfilling prophecy
Reducing Prejudice
 > **Equal status-contact:** no group holds power over the others; reduces prejudice
 > **Jigsaw classroom:** mutual problem solving
 13.12

LIKING AND LOVING

Factors in Attraction
 > Proximity
 > Similarity
 > Complementary differences
 > Reciprocity of liking
 13.13

Sternberg's Triangular Theory of Love

13.14



DISSOCIATIVE DISORDERS

Break in consciousness, memory, or both

Types:

- › Dissociative amnesia
- › Dissociative fugue
- › Dissociative Identity disorder

Causes of Dissociative Disorders

Psychoanalytic: repression of memories, dissociation as a defense against anxiety
Cognitive and behavioral explanations: type of avoidance learning.
Biological explanations: lower activity levels in areas responsible for body awareness

The Controversial Case of "Sybil"

Evidence suggests that the psychiatrist treating Sybil may have suggested that she view her emotions as separate personalities

MOOD DISORDERS: THE EFFECT OF AFFECT

Different Types of Mood Disorders

Mood disorders also called affective disorders: severe disturbances in emotion
Dysthymia: moderate depression — reaction to some external stressor
Cyclothymia: moderate mood swings usually tied to an external stressor
Major depression: sudden onset, extreme sadness/despair, no obvious external cause
Bipolar disorders: severe mood swings from depressive episodes to manic episodes

Causes of Mood Disorders

Psychoanalytic: depression as anger at authority figures from childhood turned inward on self
Learning theories: link depression to learned helplessness
Cognitive theories: depression seen as result of distorted, illogical thinking
Biological explanations: function of serotonin, norepinephrine, and dopamine systems
Genetics: more likely to appear in genetically related people

SCHIZOPHRENIA: ALTERED REALITY

Schizophrenia: split between thoughts, emotions, and behavior

Main Symptoms of Schizophrenia

delusions, attentional difficulties, hallucinations, disturbed speech, emotional disturbances, disordered thinking

Five Types of Schizophrenia

- › Disorganized
- › Catatonic
- › Paranoid
- › Undifferentiated
- › Residual

Possible Causes of Schizophrenia

Psychoanalytic: severe breakdown of the ego, due to infantile demands of id
Behaviorists: reinforcement, observational learning lead to behavioral symptoms
Cognitive theorists: severe irrational thinking
Biological: dopamine, structural defects in the brain, and genetic causes

PERSONALITY DISORDERS

Different Types of Personality Disorders

extremely rigid, maladaptive behavior patterns prevent normal social interactions and relationships

Antisocial: person has no conscience and uses people for personal gain; a rare form is the serial killer

Borderline: person is clingy, moody, unstable in relationships, and suffers from problems with identity

Causes of Personality Disorders

Psychoanalysis: inadequate resolution to the Oedipal complex resulting in a poorly developed superego.
Cognitive-learning: learned behavior that has become maladaptive; illogical belief systems
Biological explanations: lower-than-normal stress hormones in antisocial personality; genetic bases
Other possible causes: disturbances in family communications and relationships, childhood abuse, neglect, overly strict parenting, overprotective parenting, and parental rejection

Seasonal Affective Disorder

Seasonal affective disorder (SAD): form of depression related to the winter months' low levels of sunshine

Treatment: light exposure — phototherapy

Two Ways of Treating Psychological Disorders

- Psychotherapy:**
 - ▶ **Insight therapy:** understanding one's motives
 - ▶ **Action therapy:** changing disordered behavior
- Biomedical therapy:** medical procedures for changes in behavior

15.1

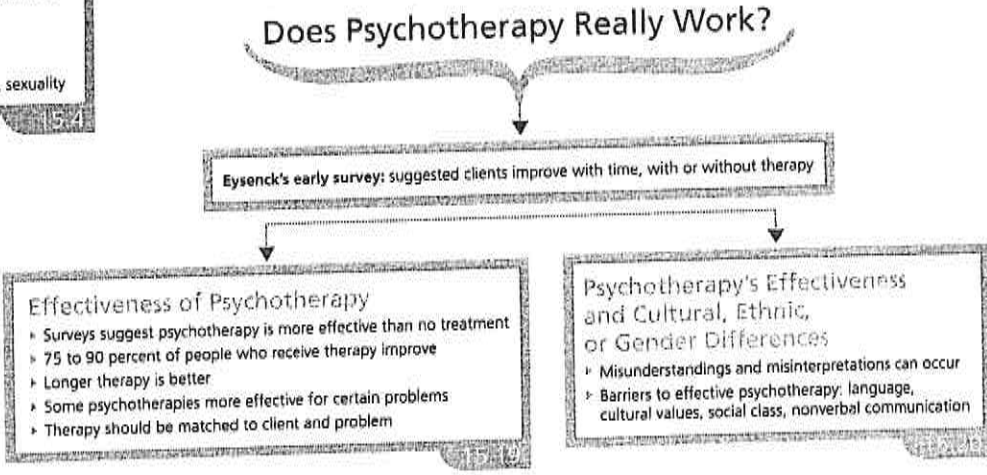
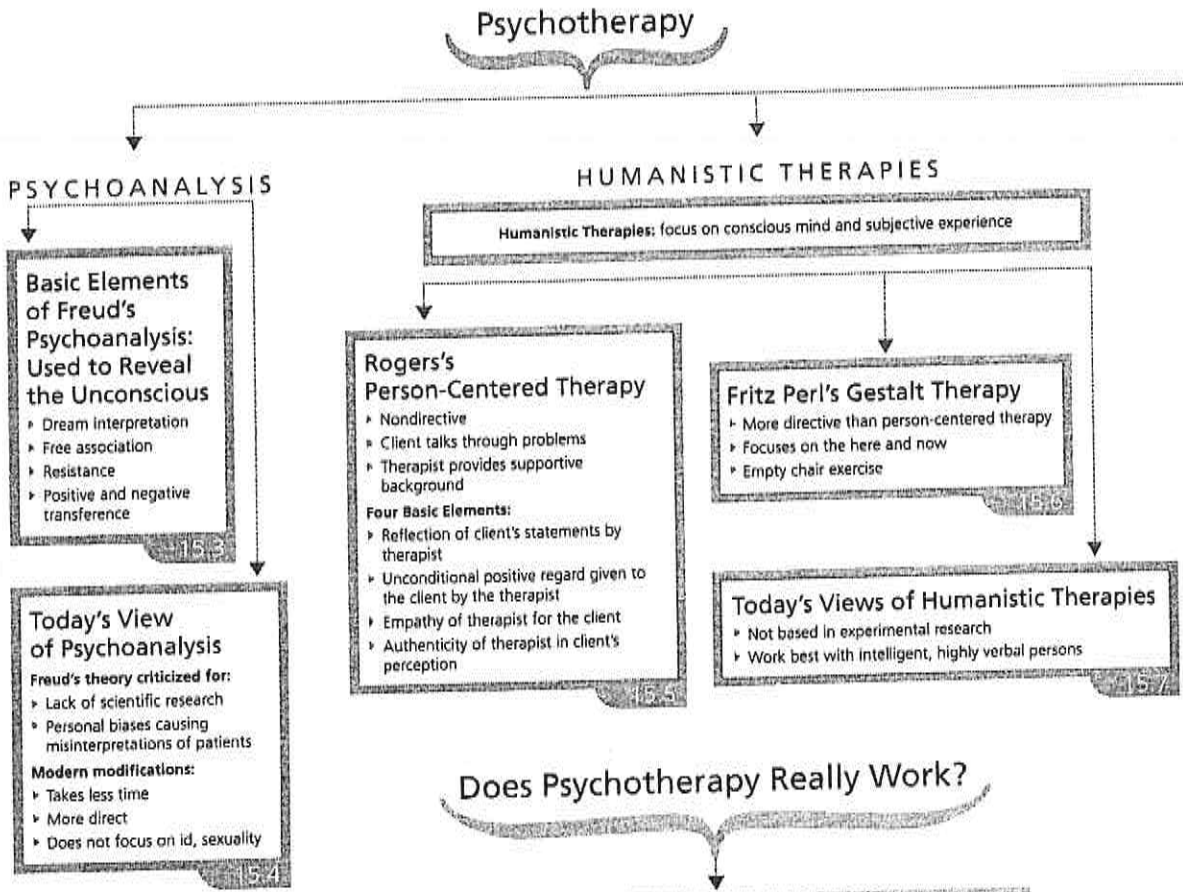
Psychological Disorders in the Past

Mid-1500s: mentally ill people confined in harsh and often damaging asylums

Phillippe Pinel: demanded that the mentally ill be treated with kindness

Psychoanalysis: Freud developed psychoanalysis: focused on hidden, repressed urges and concerns from unconscious

15.2



▶ BEHAVIOR THERAPIES



▶ Do not look at thought processes ▶ Use conditioning to alter behavior

Behavior Therapists and Classical Conditioning

Uses: systematic desensitization, aversion therapy, flooding

15.8

Behavior Therapists and Operant Conditioning

Uses: modeling, reinforcement and the use of token economies, extinction

15.9

Effectiveness of Behavior Therapy

Effective in treating bedwetting, drug addictions, phobias, and behavioral symptoms associated with severe disorders

15.10

▶ COGNITIVE THERAPIES—THINKING IS BELIEVING

Cognitive Therapy

Teaches client thinking may be distorted

15.11

Goals of Cognitive-Behavioral Therapy

- ▶ Change illogical or distorted thinking
- ▶ Relieve symptoms/problems
- ▶ Develop strategies to solve future problems
- ▶ Change irrational, distorted thinking

15.12

Rational-Emotive Behavior Therapy

Directive therapy — therapist challenges client's irrational beliefs, often arguing with clients, assigning homework

15.13

Effectiveness of Cognitive Therapies

- ▶ Successful in treating depression, stress disorders, anxiety
- ▶ Criticized for focusing on symptoms and not causes

15.14

▶ GROUP THERAPY

Advantages and Disadvantages of Group Therapy

Advantages: Low cost, exposure to others, social interaction, and social/emotional support from others
Disadvantages: lack of privacy to reveal concerns, shy people won't speak up, people may not tolerate groups
Group therapy: can be accomplished using many styles of psychotherapy and may involve family counseling, self-help, or support groups

15.15-17

Biomedical Therapies

Drug Treatments

Antipsychotic drugs: control delusions, hallucinations, and bizarre behavior, include neuroleptics, atypical neuroleptics, and partial dopamine agonists

Antianxiety drugs: treat anxiety disorders, include benzodiazepines and antidepressant drugs

Antimanic drugs: treat bipolar disorder, include lithium and anticonvulsant drugs

Antidepressant drugs: treat depression; include monoamine oxidase inhibitors (MOAIs), tricyclic antidepressants, and selective serotonin reuptake inhibitors (SSRIs)

15.21

Electroconvulsive Therapy

Treats severe depression, bipolar disorder, and schizophrenia — uses muscle relaxant, short-term anesthetic, mild muscular contractions

15.22

Psychosurgery

Earliest form: prefrontal lobotomy can produce symptom disappearance, lack of emotional response, or mental retardation

Modern forms: bilateral cingulotomy, used to treat major depression, bipolar disorders, and certain forms of obsessive-compulsive disorder

15.23

Dangers of Treating Children and Adolescents with Antidepressant Drugs

- ▶ All but one antidepressant drug are associated with increased suicide risk when used to treat depression in children and adolescents
- ▶ Prozac more effective when combined with psychotherapy

15.24

Guided Viewing Material to Accompany the Crash Course Video Series

The Crash Course series on Youtube is very well done, and contains most of the critical content from the course as well as some great examples to really help you apply the content. My suggestion to you would be to go through the pages and attempt to fill in what you already know before watching the videos and filling in the rest. This will help you realize what you need to focus on and should help you make the best use of your time. Even if you have filled in with your best guess, go through and view the clips and check your work to ensure you are correct. I have had many students tell me these videos were a tremendous resource and were a great way to review the content and, even if you have seen them before, you will probably pick up something you missed before. If you have trouble with these worksheets, don't hesitate to ask your classmates about it and if you can't find the answer together, ask me.

While Hank speaks very quickly in the videos, the content is aligned very well with the AP curriculum and I highly recommend completing these sheets as you view them. You may need to pause the video along the way due to his speed of talking.

Intro: History and Approaches episode #1 <https://goo.gl/ja4Lp0>

Psychology wasn't officially established until _____ Set up the first psychology laboratory in _____
1879 and wrote the first text book. _____ was his student.

Approaches to Psychology/ Schools of Thought

- Observing the structure of a patients inner thoughts "Introspection" Invented by Titchener and Wundt
- Why we think, feel, and smell... was created by _____ defined Psychology as the study of _____
- Invented by Sigmund Freud, which said that our personality is made up of our _____ and _____ to root out Repressed Feeling and Gain Self-Insight.

Behaviorism

- o Ivan Pavlov
- o BF Skinner
- o John B. Watson
- Humanism focuses on nurturing the person and growth
- Cognitive
- Neuroscience

Psychology is the study of _____ and _____.

Research Methods episode #2 <https://goo.gl/QaMq3a>

I-Knew-It-All-A-Long-Phenomenon

Scientific Method

1. Question and a Theory
2. Hypothesis, Testable Prediction
3. Test with a Replicable Experiment

Case Study an in depth look at one individual

Can be misleading because they can't be replicated over-generalized

Good because show us what can happen and helping us come up with more questions. Naturalistic Observations are great at Describing Behavior, but they're very limited in explaining it.

Survey/Interview

Pros:

Cons:

Experiments

What is a Random Sample?

Correlation is not _____

Correlations predict the _____ of cause-and-effect relationships, but they cannot _____ them. (6:33)

Experiments: allow for investigators to isolate different effects by manipulating an independent variable and keeping other variables constant.

_____ The group that gets "Messed With"

_____ The Group that Doesn't Get "Messed With"

What is a Confounding Variable?

What is a Placebo? (7:31)

When both the experimenter and subject do not know what the experiment is trying to measure is known as?

Provide a quick and easy definition for the following

Independent Variable:

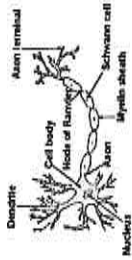
Dependent Variable:

Random Assignment:

Operational Definition:

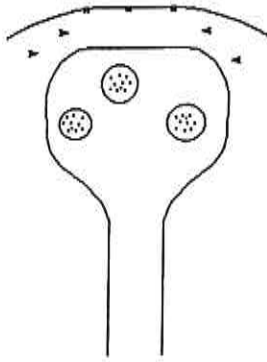
The Chemical Mind episode #3 <https://goo.gl/BWMezxe>

_____ are the building blocks of our nervous system.
 _____ receive the message
 _____ sends the messages
 _____ speeds up the messages



_____ a chronic, typically progressive disease involving damage to the sheaths of nerve cells in the brain and spinal cord.

Label the picture of the Synaptic Gap: Neurotransmitter, Action Potential, Axon Terminal, Synaptic Gap, Receptor Sites



44 What happens to neurotransmitters that are not absorbed in the synaptic gap?

_____ : Natural Opiate like neurotransmitters linked to Pain Control and Pleasure.

_____ : Rev neurons up

Glutamate over supplies causes? _____

_____ : chill neurons

_____ : linked to Depression

Excitatory and Inhibitory Neurotransmitters

Acetylcholine (Ach) : Muscle action, learning, and memory

_____ : progressive neurological deterioration that can occur in middle or old age due to generalized degeneration of the brain

Dopamine: Movement, learning, attention, and emotion.

_____ : A long-term psychiatric disorder of a type involving a breakdown in the relation between thought, emotion, and behavior.

_____ : The body's "slow" chemical communication system; a set of glands that secrete hormones in the bloodstream.

_____ : Chemical messengers that are manufactured by the endocrine glands, travel through the bloodstream, and affect other tissues.

_____ : The Most Influential gland because it's hormones controls other glands. Controlled by the Hypothalamus.

_____ : stimulates growth in animal and plant cells.

_____ : love hormone

_____ : secrete adrenaline "Fight or Flight"

_____ : Insulin and sugar absorption

_____ : regulate metabolism and calcium levels

_____ : regulate both testosterone and estrogen

Know Your Brain episode #4 <https://goo.gl/O5Nwcl>

Franz Joseph Gall invented _____ bumps and ridges of the skull determine personality.

Central Nervous System (CNS): Command system

What did we learn from Phineas Gage?

How much energy does our brain use?

What is our Old Brain?

Parts of the Brain

What does the Medulla control? _____

PONS Controls _____

Thalamus Controls? _____

Reticular Formation? _____

Cerebellum? _____

Separating the old from the New.

Limbic System:

_____ :: "Pleasure center" Regulates body temps, hunger, circadian rhythms, endocrine system

_____ :: Memory and Emotion

_____ :: Learning and memory

New Brain

The two hemispheres of your Cerebrum make up about 85 percent of your brain weight, and oversee your ability to think, speak, and perceive.

Corpus Callosum: Connects both sides of the brain.

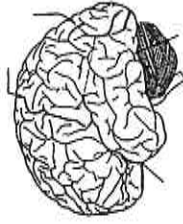
Left Brain:

Right Brain:

Cerebral Cortex: covers the left and right hemispheres

_____ :: Non Neuron cells that surround, protect, and nourish cerebral neurons.

Label the lobes of this brain:



What are these and what do they do?

Motor cortex

Sensory cortex

Association areas

Sensation and Perception episode #5 <https://goo.gl/Pa3FzG>

_____ : a neurological disorder that impairs a person's ability to perceive or recognize faces, also known as face blindness.

_____ : the bottom-up process by which our senses, like vision, hearing and smell receive and relay outside stimuli.

_____ : the top-down way our brains organize and interpret that information and put it into context.

_____ : The minimum stimulation needed to register a particular stimulus fifty percent of the time.

_____ : a model for predicting how and when a person will detect weak stimuli, partly based on context.

_____ : we get used to stimuli and are not about to detect their presence

_____ : being able to tell the difference between to stimuli

Weber's Law: the noticeable change for each stimuli differs by a constant percentage.

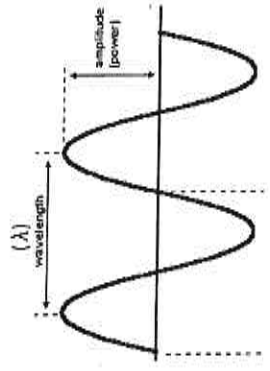
Light Wave Lengths ROYGBIV

Blue colors are? _____

Red colors are? _____

Bright colors are? _____

Dull Colors are? _____



Label Parts of the eye:

Rods see? _____

Cones See? _____

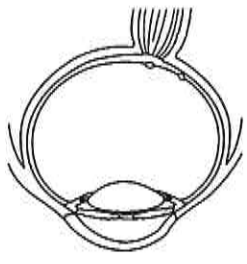
Young-Helmholtz Trichromatic Theory?

Red, Green, Blue

Opponent-Process Theory

Red- _____

Blue- _____



Black- _____

Vision travels from the eye through the Optic Nerve across the _____ to the occipital lobe.

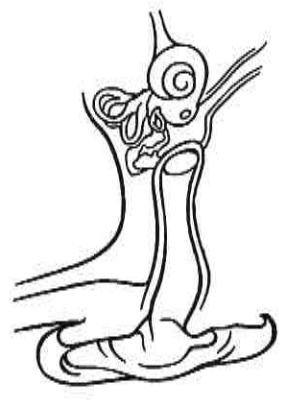
_____ : processing many visual features at one time.

Form, Depth, Color, Motion

Homunculus Sight, Sound, and Smell episode #6 <https://goo.gl/1LUHYD>

Label the parts of the ear

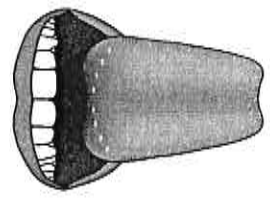
- > Outer Ear
- > Middle ear
- > Inner Ear
- > Cochlea
- > Hammer
- > Anvil
- > Stirrup
- > Auditory Nerves



Taste

How do we experience Taste? (5 types)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



_____ : When one sense interacts with another.

_____ : two or more senses are wrapped up together.

Chemical Senses Smell and Taste

Why is the sense of smell closely related to memory?

Touch

How do we experience Touch? (4 types)

1) _____
2) _____
3) _____
4) _____
_____ : The way your body senses its own movement and positioning

_____ : monitors your head's position and your balance.
Where are the vestibular sacs found? _____

Perceiving is believing: Crash Course #7 <https://go.g/1Q1aat>

_____ : the psychological factors that determine how you perceive you environment.

How can the following influence your perception?

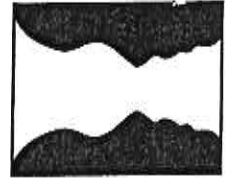
- o Context:
- o Culture:

_____ : the organization of the visual field into objects (figures) that stand out from their surroundings (ground)

Grouping Principles

Draw an example below the following terms

- Proximity Continuity Closure

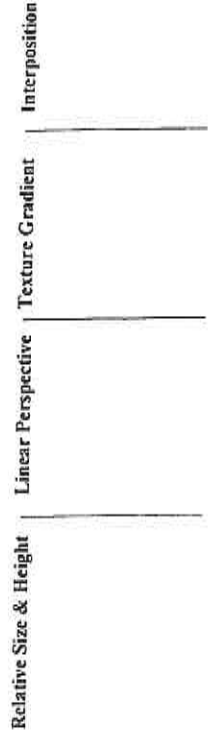


_____ : the ability to see object in three dimensions although images that strike the retina are two-dimensional.

_____ : depth cues, such as retinal disparity, that depend on the use of two eyes. (not good at far off distances)

_____ : depth cues, that depend on the use of one eye (Better for FAR AWAY)

*** create an example of each of the following***



_____ : allows us to see the same object even if it changes distance.

States of Consciousness episode #8 <https://goo.gl/V5jme>

Waking Sleeping Dreaming Hallucinations Hypnosis

_____ : the awareness of ourselves and our environment.

Why is this term hard to define?

_____ : the study of how brain activity is linked with our mental processes.

_____ shows us the physical properties of the brain i.e. tumors, injuries

_____ : shows blood flow

In the boxes below give a brief description of each.

EEG	CT Scan	MRI	PET	fMRI

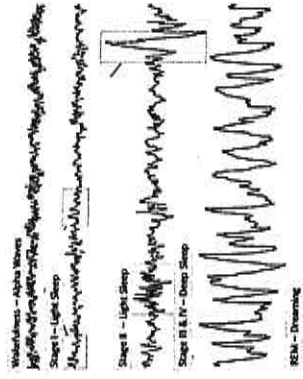
Inattention blindness: What is the example that Crash Course uses?

_____ : failure to notice changes in our environment.
What is an example of this?

SLEEP episode #9 <https://goo.gl/JX1Q6s>

_____ : is a periodic, natural, reversible and near total loss of consciousness

Why do we sleep? (3 reasons)



EEG: Measures the brain's electrical activity.

_____ : (REM) a recurring sleep stage during which vivid dreams commonly occur.

Melatonin is released by your Pineal Gland, which helps you fall asleep.

_____ : Slow waves right before we fall asleep

Hypnagogic Sensations: when you feel like your falling

_____ : Slow waves of deep sleep

Common Sleep Disorders

_____ : Problems falling or staying asleep

_____ : Uncontrollable sleep attacks

_____ : temporarily stopping of breathing

_____ : Common in children under 7 caused by stress. (not nightmares)

Purpose of dreams

_____ : dreams sort out and process the day's events and fix them into our memories.

_____ : dreaming may promote neural development and preserve neural pathways by providing the brain with stimulation.

_____ : focusing of conscious awareness on a particular stimulus or group of stimuli.

Give an example...

- o Cocktail Party Effect: ex....

_____ : dreams draw on our knowledge and understanding of the world

Altered States of Consciousness episode #10 <https://goo.gl/fjd106>

_____ : Calm, trance-like state during which you tend to have heightened concentration and focus, and in which you are typically more open to suggestion.

_____ : "Split Consciousness"

Drugs

_____ : the diminishing effect with regular use of the same dose of a drug, requiring the user to take larger and larger doses before experiencing the drug's effect.

* Fill in the Boxes with the correct drug classification.

	Chemical Substances that alter your mood and perception
	Suppress the brain and body functions Alcohol, Tranquilizers, Opiates i.e.
	Speed up brain and body activity, boosts confidence i.e. caffeine, Nicotine, amphetamines
	Distort perceptions and evoke sensory images i.e. Plant (Opium), Fungal (mushrooms), Synthetic (LSD)

_____ : Thinking that a drug may cause a change can impact the effect the drug has on you

_____ : Impairs your brain's judgement areas, while reducing your self-awareness and self-control.

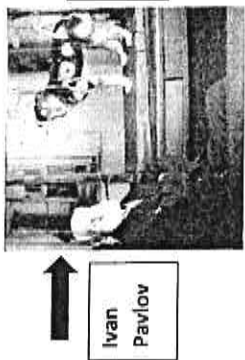
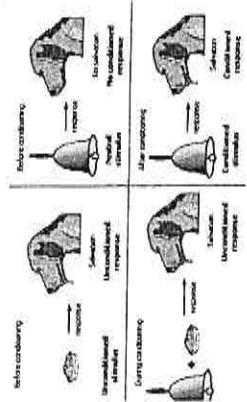
Learning episode #11 <https://goo.gl/fSmdKG>

_____ : empirically rigorous science focused on observable behaviors and not unobservable internal mental processes.

_____ : the process of acquiring, through experience, new and relatively enduring information or behaviors.

_____ : when a subject links certain events, behaviors, or stimuli together.

_____ : linking two or more stimuli in anticipation of an event.



John Watson

Ivan Pavlov

_____ : Behavior is strengthened if followed by a reinforcer or diminished if followed by a punisher.

What was Skinner's Box?



B.F. Skinner

_____ : a positive reinforcement is a stimulus that, when presented after a response, strengthens the response

_____ : Guiding behavior towards closer and closer approximations of the desired behavior.

_____ : increases a behavior by taking away an adverse stimulus i.e. taking a pill to get rid of a headache or putting on a seat belt.

_____ : an innately reinforcing stimulus, such as on that satisfies a biological need. i.e. food, water

_____ : a stimulus that gains reinforcing power through its association with primary reinforce. i.e. Paycheck

_____ : a pattern that defines how often a desired response will be reinforced.

_____ : the stopping of a behavior because the reinforcements is discontinued

_____ : reinforcing a response only part of the time. Slower acquisition but, greater resistance to extinction.

SCHEDULES OF REINFORCEMENT

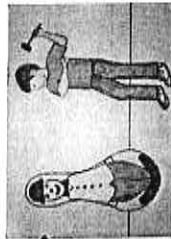
Fixed	Variable
<p>Ratio</p> <p>Every so many: reinforcement after every <i>n</i>th behavior, such as buy 10 coffees, get 1 free, or pay per product unit produced</p>	<p>After an unpredictable number: reinforcement after a random number of behaviors, as when playing slot machines or fly-casting</p>
<p>Interval</p> <p>Every so often: reinforcement for behavior after a fixed time, such as Tuesday discount prices</p>	<p>Unpredictably often: reinforcement for behavior after a random amount of time, as in checking for e-mail</p>

The Bobo Beat Down Episode #12 <https://goo.gl/acv1S>

***Provide an example of the following.

Observational Learning: Learning by watching others

Latent Learning:



Albert Bandura's Experiment

Cognitive Maps:

_____ : the process of observing and imitating a specific behavior.

How we make Memories episode #13 <https://goo.gl/nZlP4G>

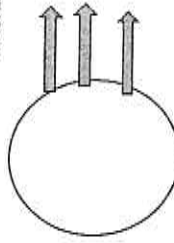
_____ : learning that has persisted over time – info that has been stored and, in many cases, can be recalled.

_____ : a person must retrieve information learned earlier.

_____ : Identifying information previously learned.

_____ : learning

material again.



_____ : conscious, processing of incoming auditory and visual-spatial information, and information retrieved from LTM.

Explicit Memory : Memory of facts and experiences consciously know and "declare"

_____ : retention independent of conscious recollection

_____ : non-conscious encoding of incidental info.

Give an example of the following:

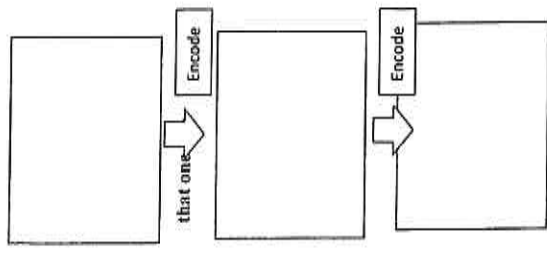
Procedural Memory : Episodic/Flashbulb memory

_____ : memory aids, especially those techniques that use vivid imagery and organizational devices.

_____ : organizing items into familiar, manageable units; often occurs automatically.

_____ : encoding information on a basic auditory or visual level, based on the sound, structure or appearance of a word.

Label the Atkinson-Shiffrin Memory Model Below



_____ : encodes semantically, based on actual meaning associated with the word. (making it personal to you)

Give an example of the following

Shallow Processing

Deep Processing

Remembering and Forgetting episode #14 <https://goon.gl/OD7up1>

_____ : Activating associations non-consciously

Give an example of the following

Context-Dependent Memory

State/Emotion Dependent Memory

_____ : Tendency to recall best the last and first items on a list.

What is the Primacy Effect?

What is the Recency Effect?

Why we forget?

1. _____
2. _____
3. _____

_____ : old stuff stops you from remembering the new

_____ : New stuff stops you from remembering the old

_____ : incorporating misleading information into one's memory of an even.

Elizabeth Loftus: Has spent decades studying people's memories.

_____ : forgetting or misrecalling the source of a memory.

Memory is both a Reconstruction and a Reproduction of Past Events.

How your mind can Amaze and Betray you episode #15 <https://goon.gl/thk1FG>

_____ : our thoughts, perspectives, and expectations

_____ : mental grouping of similar objects, people, ideas, or events.

_____ : Mental image of a certain object i.e. bird

Problem Solving

_____ : Logical, methodical, step-by-step procedure that eventually guarantees a solution, but may be slow to work through.

_____ : Simple strategy that allows us to solve problems faster, but are error-prone

Bad decision Making

_____ : Tendency to look for and favor evidence that confirms our ideas while avoiding or ignoring evidence to the contrary.

_____ : the tendency to cling to initial conceptions or beliefs despite proof to the contrary

What is an example of Functional Fixedness used by the narrator?

What is the difference between mental set and perceptual set?

_____ : a mental shortcut relying on psychologically salient or easily imagined examples rather than actual odd or factual information.

_____ : How an issue is presented.

Language Episode #16 <https://goo.gl/Y1uij8>

_____ : A set of spoken, written, or signed words and the way we combine them to communicate meaning

Parts of Language

_____ : are the smallest part of language AH TAH, SH, CH

_____ : Smallest units that carry meaning up, in, at,

_____ : system of rules that enables us to communicate with and understand others.

Development of Language

_____ : the ability to understand what's being said both to, and about us.

_____ : beginning at about 4 months, the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language.

Name the following stages of speech development

age 1 to 2 during which a child speaks mostly in single word	age 2, the child speaks mostly in two-word statements	using mostly nouns and verbs "Go Car"

Language Learning

_____ : said that humans all have a universal grammar and are genetically programmed to learn language

_____ : a neurological impairment of language, usually caused by left-hemisphere damage either to

- _____ Area which controls ability to move your mouth
- _____ area which controls ability to understand speech.

Motivation episode #17 <https://goo.gl/Xj2i1>

Motivation: A need or desire to do something

4 theories of motivation

1. _____
2. _____
3. _____
4. _____

_____ : complex, unlearned behaviors that have a fixed pattern throughout a species.

_____ : the balance of the bodies physiological systems.

_____ : the positive or negative stimuli that either entice or repel us.

_____ : we're motivated to maintain a balance between stimulation and relaxation.

_____ : Avoid both arousal and stress.

Complete Maslow's Hierarchy of Needs →

Three things that motivate us for sure

- _____
- _____
- _____

HUNGER as a MOTIVATOR

_____ : form of sugar that circulates in the blood and provides the major source of energy for body tissue.

_____ : "Hunger Hormone"

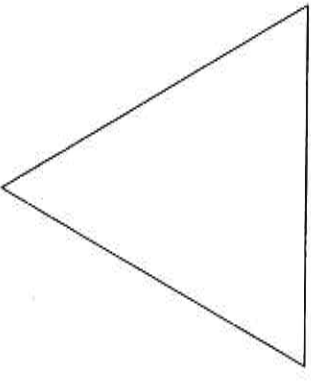
What did we learn from Ancel Key's Minnesota Hunger Experiment?

Developmental Psychology Episode #18 <https://goo.gl/h8OAZ>

_____ : The study of our physical, cognitive, social, and emotional changes throughout our whole lives

_____ : biological growth processes that enable orderly changes in behavior relatively uninfluenced by experience.

Jean Piaget



Cognitive Development:

How we learn to think, know and communicate.

_____ : mental framework that help interpret information

_____ : Harmony, between our thought process and our environments.

ASSIMILATION

Give examples of the following:

Sensorimotor Stage AGE 0-2

_____ : awareness things exist when out of sight.

Preoperational Stage AGE 2-6

_____ : can only imagine the world through our own viewpoints

_____ : fixate on one aspect of a problem or object.

_____ : understand others feelings, thoughts an perceptions

Concrete Operational Stage AGE 6-12

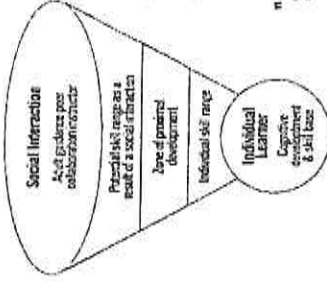
_____ : see beyond just one aspect of problems

Formal Operational Stage 12-death

Can think in abstract thoughts

What are the problems that people now have with Jean Piaget's Cognitive Development?

Lev Vygotsky discussed Scaffolding what was it?



Monkeys and Morality Episode #19 <https://goo.gl/10nwOd>

Explain how contact and touch influenced monkeys Harry

Wire Monkey effects

the baby in the Harlow

Cloth Monkey effects

Experiment.



Some baby animals experienced _____ early have to happen for normal _____ : the animals form attachments during critical period very early in life. (human babies do not do this)

_____ in life when certain things development to occur. process by which certain _____ a

Mary Ainsworth

Describe Mary Ainsworth's Attachment findings and what did the parents to do cause this?

Secure	70%
Insecure Ambivalent	15%



Insecure Avoidant	15%
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Young kids exposed to _____, and _____ are at a higher risk for Psychological disorders, health problems and substance abuse as adults.

One of the biggest achievements in childhood is achieving a _____: an understanding and evaluation of who we are starts by age _____

Describe the following parenting styles

Authoritarian	Permissive	Authoritative
---------------	------------	---------------

Give age and examples of Lawrence Kohlberg's 3 levels of Moral Development

Preconventional Morality	Conventional Morality	Postconventional Morality
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Adolescence: Episode #20 <https://goon.gl/KpDjfo>

Erik Erikson



_____ : The transition period from childhood to adulthood extending from puberty to independence
 _____ : our sense of self

Fill out the boxes below for Erik Erikson's Stages of Psychosocial Development.

Stage (age)	ISSUE
0-1 year	
1-3 years	
3-6 years	
6-puberty	
Teen-20's	
20's-40's	
40's-60s	
60 +	

_____ : a period from the late teens to mid-twenties, bridging the gap between adolescent dependence and full independence and responsible adulthood.

_____ : ability to solve problems independent of personal experience and education thinking quickly and abstractly

_____ : knowledge that is based on facts, solidified by past experiences, and prior learning.

_____ : set of symptoms related to thinking, memory loss, confusion, and potential changes in personality that become severe enough to interfere with regular functioning.

_____ : a form of progressive, irreversible dementia

Rorschach & Freudians episode #21 <https://goo.gl/0pZbdh>

_____ : your distinctive and enduring characteristic patterns of thinking, feeling, and behaving.

4 types of Psychology to understanding Personality

Psychoanalytic Psychology = Sigmund Freud

_____ : a vast reservoir of often unacceptable and frequently hard-to-tolerate thoughts, feelings, desires, and memories.

Draw a picture of our

Id (unconscious thoughts)

Ego

Super Ego (Ideals)

Defense Mechanisms: the ego's protective methods of reducing anxiety by unconsciously distorting reality.

Give an example of the following *Defense Mechanisms*

Repression	
Regression	
Reaction Formation	
Projection	
Rationalization	

Displacement	
Denial	

_____ : the childhood stages of development during which, according to Freud, the id's pleasure-seeking energies focus on distinct erogenous zones.

Name the 5 stages below and briefly describe what takes place during the stage.

10-18 Months	
18-36 Months	
3-6 Years	
6-puberty	
Puberty Onward	

_____ : a lingering focus of pleasure-seeking energies that an earlier psychosexual stage, in which conflicts were unresolved.

Give an example of Fixation:

Karen Horney



List the influences the following psychologists had to Psychoanalytic Psychology

Womb envy and Self Help

Carl Jung



List the influences the following psychologists had to Psychoanalytic Psychology

Alfred Adler



Disagreed with Freud what?

on Sexuality instead he argued

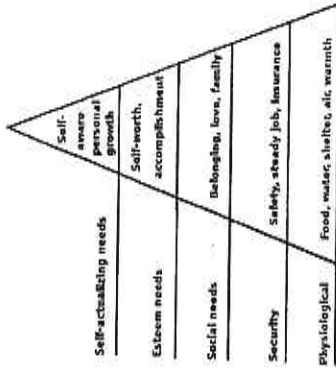
Humanistic Psychology

: view personality with a focus on the potential for healthy personal growth.

Abraham Maslow



List the influences the following psychologists had to Humanistic Psychology



Carl Rogers



: mix of thoughts and feelings that answer the fundamental question, "who am I?"

Measuring Personality episode #22 <https://goo.gl/BxSxhtz>

: researchers look define personality through stable and lasting behavior patterns and conscious

motivation



Gordon W. Allport

What are the Big 5 Personality traits?

- 1. C
- 2. A
- 3. N
- 4. O
- 5. E

social

Cognitive

_____ : the interaction between our traits and their social context
Explain the most famous experiment by Albert Bandura



_____ : the extent to which you perceive that

Internal Locus of Control

External Locus of Control

you have control over your environment. Give a brief explanation/example of the terms in the boxes below

How do the personality disciplines measure Personality?

PsychoDyanamic = Psychoanalytic

_____ : presented with a picture and making up a story.

Dream Analysis

Free Association

Trait Perspective

_____ : most widely used test can be used to determine emotional disorders it uses 567 T/F questions

Social Cognitive Perspective

Understanding how a person acts in similar situations can be used to predict future behavior.

Humanistic Perspective

Reject standardized assessments.

Self concept measured through questionnaires and surveys to help the subject to get the sense of self to the ideal Self.

Controversy of Intelligence episode #23 <https://goo.gl/btq91y>

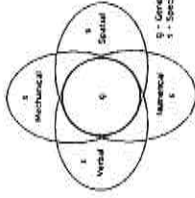
_____ : the ability to learn from experience, solve problems, and use knowledge to adapt to new experiences

_____ : a method for assessing an individual's mental aptitudes and comparing them with those of others, using numerical scores.

Charles Spearman



_____ : General Intelligence
that are part of all intelligence



_____ : a statistical procedure that identifies clusters of related items (called factors) on a test; used to identify different dimensions of performance that underlie a person's total score.

What are the 8 Intelligence according to Gardner?

Howard Gardner



_____ : being able to predict them and how they might change
 _____ : Knowing how to appropriately express yourself in various



Alfred Binet invented the IQ test and worried people would use it to label people



Lewis Terman was a Stanford professor who created an intelligence test for the U.S.A.

situations.

Brain vs Bias episode # 24 <https://goo.gl/SVASSg>

Intelligence is related to Genetics, Environment, Education, and Perhaps even Randomness itself

The 2 most intelligence test _____

Mental age / chronological age x 100 = IQ

popular art...

WAIS

WISC

_____ assess what a person has learned

_____ predict a person's future performance; capacity to learn

The three aspects of a good test must be...

	Comparing scores with the performance of a pretested group.
	The extent to which a test yields consistent results
	The extent to which a tests measures or predicts what it is supposed to

_____ : a condition in which a person otherwise limited in mental ability has an exceptional specific skill, such as in computation or drawing.

Label and

briefly describe the Triarchic-theory of intelligence.

Robert Sternberg



_____ : our ability to produce ideas that are both novel and valuable.

What are the five aspects that make up creativity.

Expertise
Imaginative Thinking
Venturesome Personality
Intrinsic Motivation
Creative Environment

_____ : ability to perceive understand manage and use emotions.

_____ : being able to recognize them in faces, and even in music, film, and stories.

Emotion

Hunger Hormone feeling all the feels Episode 25# <https://goo.gl/Bh3Oy>

_____ : a mind and body's integrated response to a stimulus of some kind.
 Emotions involve _____ and _____

Name the theories of emotion described below.

The theory that our experience of emotion is our awareness of our physiological responses to emotion-arousing stimuli.	The theory that an emotion-arousing stimulus simultaneously triggers	Theory that to experience emotion one must
1) Physiological responses	2) Subjective experience of emotion	1) Be physically aroused 2) Cognitively label the arousal.

_____ : an increase in reactivity or wakefulness that primes us for some kind of action.

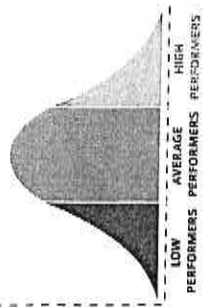
In your own words describe the experiment for two-factor theory here:

Give an example of the Spillover effect carried out by Schachter.

_____ : Perception is constructed by cognition

_____ : Cognition is constructed by the stimuli that we perceive

Bell Curve →



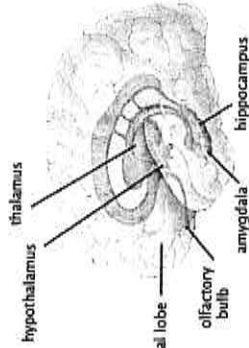
_____ : problems with testing that stem from socioeconomic status

_____ : a self-confirming concern that one will be evaluated based on a negative stereotype.

Some one yells at you explain how the cognition process works and the reaction to that person using the following

High Road
Low Road

Limbic System give a brief description of each part of the limbic system



Thalamus:
Hypothalamus:
Olfactory Bulb:
Amygdala:
Hippocampus:

Emotion, Stress and Health episode #26 <https://go.ql/1E6vs3>

10 Basic Emotions

_____ : the process by which we perceive and respond to certain events, or stressors, that we view as challenging or threatening.

Name 2 Stress Hormones (6:25)

--	--

People suffering from PTSD experience higher rates of

- _____
- _____
- _____
- _____

Complete the following chart:

what happens in each part of the body

Autonomic Nervous System

Sympathetic Arousing

Parasympathetic Calming

	Eyes	
	Salivation	
	Skin	
	Respiration	
	Heart	

	Digestion	
	Adrenal Glands	
	Immune System Functioning	

People characterized by their optimism, Happiness, Love, and Positive Feelings often live significantly longer.

SEX as a Motivator episode#27 <https://goo.gl/DtHdN>(You will need to be mature)

_____ : an individual's sense of identifying as male, female, or another gender identity.

_____ : Direct physical development of biological sex characteristics and help activate sexual behavior.

_____ : secreted in greater amounts by females than by males and contribute to female sex characteristics.

_____ : stimulates growth of the male sex organs in the fetus and the development of male sex characteristics during puberty.

What are Master & Johnson's four-part sexual response cycle.

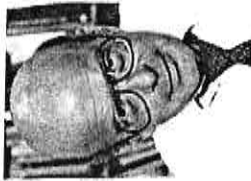
Give an example 3 Psychological Aspects of Sex

Social-Cultural	External Stimuli	Internal Stimuli

_____ : a relatively enduring physical or romantic attraction to another person, of your own or the opposite sex, or both.

_____ : No sexual attraction

Abnormal Psychology episode #28 <https://goo.gl/tX1lwS>
Psychological Disorders



David Rosenhan
"On Being Sane
in Insane Places"

What did Dr. Rosenhan teach us about Mental Asylums?

_____ : deviant, distressful, and dysfunctional patterns of thoughts, feelings, or behaviors.
 _____ : a subjective feeling that something is really wrong.
 _____ : when a person's ability to work and live is clearly, often measurably impaired.

BioPsychoSocial Perspective

Biological	Social-cultural	Psychological
<ul style="list-style-type: none"> • Evolution • Individual genes • Brain structure and chemistry 	<ul style="list-style-type: none"> • Roles • Expectations • Definitions of normality and disorder 	<ul style="list-style-type: none"> • Stress • Trauma • Learned helplessness • Mood-related perceptions and memories

What is the DSM-5? What is it used for?

OCD & Anxiety Disorders episode #29 <https://goo.gl/nvOmNI>

_____ are characterized not only by distressing, persistent anxiety but also often by _____ that reduce that anxiety

_____ : unwanted repetitive thoughts, which become obsessions

_____ : Continually tense and apprehensive, experiencing unfocused, negative, and out-of-control feelings

_____ : sudden episodes of intense dread or sudden fear that come without warning.

_____ : persistent, irrational fears of specific objects, activities, or situations

_____ : anxiety related to interacting or being seen by others.



Berice Condabonini

Generalization: applying the learned fear to all objects that remind you of the fear.

2 Main Perspectives

Anxiety can be Learned and Genetic

Depressive & Bipolar Disorders episode #30 <https://goo.gl/NWZvhtz>

_____ : a mood disorder marked by a hyperactive, wildly optimistic state

_____ : characterized by emotional extremes and challenges in regulating mood (tend to be longer-term disturbances)

Major Depressive disorder has five of the following signs lasting _____ weeks long

Depressed...	
Significant loss or gain of...	
Too much or too little...	
Decreased interest in...	
Feeling worthless, fatigued and...	
Difficulty concentrating or making...	
Recurrent thoughts of...	

_____ : a mood disorder in which a person alternates between the hopelessness and lethargy of depression and the overexcited state of mania

Name the two neurotransmitters linked to depression

	Arousal and Focus
	Released when we exercise

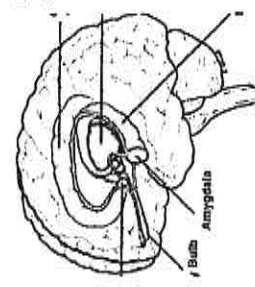
Trauma & Addiction episode #31 <https://goo.gl/TDXxrs>

_____ : PTSD or "Shellshock" a psychological disorder generated by either witnessing or experiencing a traumatic event.

What are the 4 symptoms of PTSD?

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Label the parts of the Limbic System



- A. Amygdala
- B. Hippocampus
- C. Hypothalamus
- D. Pituitary Gland

_____ : the positive psychological changes resulting from the struggle with challenging circumstances and life crises.

_____ : compulsive, excessive, and difficult-to-control substance use or other, initially pleasurable behavior that begins to interfere with ordinary life, work, health, or relationships

_____ : a physiological need for a drug, that reveals itself through unpleasant withdrawal symptoms if the use stops or reduces.

_____ : a need to use a drug, or complete an activity to relieve negative emotions.

Schizophrenia & Dissociative Disorder episode #32 <https://goo.gl/JkRz>

Schizophrenia means "_____ " meaning split from reality

Occurs for men in their _____

Occurs for women in their _____

Schizophrenia is a spectrum disorder characterized by disorganized thinking; emotions and behaviors that are often incongruent with their situations; and disturbed perceptions; including hallucinations.

1.	5.
2.	6.
3.	7.
4.	8.

_____ : neurotransmitter that influences movement, learning, attention, and emotion

_____ : Haloperidol, Clozapine, Quetiapine, Olanzapine, and Aripiprazole.

What makes people development of schizophrenia more likely for some people?

_____ : disorders in which conscious awareness becomes separated (dissociated) from previous memories, thoughts, and feelings.

_____ : when a person may block out specific information or have no memory of a particular event.

_____ : no awareness of their identity; could journey for hours or months without knowing who they are.

DID: when a person exhibits more than one distinct and alternating personality aka multiple personality disorder

Eating and Body Dysmorphic Disorder episode #33 <https://goo.gl/5dZElm>

Eating Disorders fall into three categories label them.

	Starvation diet despite being 15% or more underweight
	Extremely low-caloric diet, excessive exercise, or purging (vomit or laxative)
	Episodes of binge eating, combined with restriction behavior.

Describe the 3 Categories of Schizophrenia

Positive symptoms	
Negative symptoms	
Disorganized symptoms	

or **BDD**: A psychological illness that centers on a person's obsession with physical flaws – either minor or imagined.

Eating disorders find their beginnings in

	Scrotonin / Dopamine
	Relatives with eating disorder
	Eating habits and peer pressure

Personality Disorders episode #34 <https://goo.gl/SLmMLP>

 : are aware they have a problem and tend to be distressed by their symptoms

 : the person experiencing them doesn't necessarily think they have a problem.

 : inflexible, disruptive, and enduring behavior patterns that impair social and other functioning

The Clusters of Personality Disorders

Cluster A Odd or Eccentric	Cluster B Dramatic/Emotion impulsive	Cluster C Anxious, Fearful, Avoidant
<ul style="list-style-type: none"> • Paranoid • Schizoid • Schizotypal 	<ul style="list-style-type: none"> • Antisocial • Borderline • Histrionic • Narcissistic 	<ul style="list-style-type: none"> • Avoidant • Dependent • Obsessive-compulsive

The most Diagnosed personality disorder is or PDNOS

 Personality Disorder: a complicated set of learned behaviors and emotional responses to traumatic or neglectful environments particularly in childhood.

 : usually men exhibit a lack of conscience for wrongdoing even toward friends and family members...aka Psychopathy or sociopathy

 : lower-than-normal response to things that typically startle or frighten children, like loud unpleasant noises.

 : is an early diagnosis in children who are thought to have a possibility to develop into antisocial personality disorder

Getting Help- Psychotherapy episode #35 <https://goo.gl/mML8fH>

 : involves a therapist using a range of techniques to help a patient overcome troubles, gain insight, and achieve personal growth.

Name 4 Major Schools of Psychotherapy that corresponding with the description.

- Repressed feelings - Memories and Unconscious thoughts - Free Association & Dream Analysis - Self Insight	- Client-Centered Therapy - Safe non-judgemental - Self Actualization	- Problem behavior is the issue - Elimination of unwanted behavior - New Learning and conditioning	- Focus on what people think rather than what they do. - Socratic questioning method.
--	---	--	--

 : therapy procedure that uses classical conditioning to evoke new responses to stimuli that are triggering unwanted behaviors.

Provide an example of the following Counterconditioning techniques

Exposure	Systematic Desensitization	Aversive Conditioning

 : therapy conducted with groups rather than individuals, permitting therapeutic benefits from group interaction.

_____ : treats the family as a system. Individual unwanted behavior is directed at or influenced by other family members.

Biomedical Treatments episode #36 <https://goe.pl/LbDZpc>

- _____ : systematically measuring which therapies work best for which problems
- _____ : whether or not a given therapy works in a "real world setting"
- _____ : whether a therapy works better than some other, comparable intervention, or a control.
- _____ : aim to physiologically change the brain's electrochemical state with psychotropic drugs, magnetic impulses, or even electrical currents and surgery.

Label the drug associated with the symptoms they treat.

	Schizophrenia and other severe thought disorders (dopamine neurotransmitters) Ablify-Clozaril-Zyprexa-Risperdal
	Antianxiety: depress activity in the central nervous system. Xanax-Librium-Valium-Atarax-Buspar
	Treat depression, also anxiety disorders Celexa-Prozac-Cymbalta-Anafranil SSRI = Zoloft-Paxil-Prozac
	Effective in smoothing out highs and lows of bipolar disorder Lithium-Lamictal-Tegretol-Depakote

ECT: involves sending a brief electrical current through the brain of an anesthetized patient

_____ or rTMS: the painless application of repeated electromagnetic pulses

_____ or DBS: calls for surgically implanting a sort of "brain pacemaker" that sends out electrical impulses to specific parts of the brain.

What are 4 things you can do to help improve mental health naturally?

1.	2.	3.	4.

Social Thinking episode #37 <https://goe.pl/HECDXGO>

_____ : focuses on the power of the situation. How we think about, influence, and relate to one another in certain conditions.

_____ : we can explain someone's behavior by crediting either their stable, enduring traits aka their disposition or situation at hand.

_____ : the tendency for observers, when analyzing another's behavior, to underestimate the impact of the situation and to overestimate the impact of personal disposition.

_____ : involves calling on basic thinking and reasoning to convince people.

_____ : influences people by way of incidental cues, like a speaker's physical attractiveness or personal relatability.

_____ : tendency for people to more readily comply with a certain big request after they've first agreed to smaller innocuous requests.



Stanford Prison Experiment

- 14-Day experiment
- 70 applicants screened
- 24 male college students selected
- \$15/day payment

What did we learn from the Stanford Prison Experiment?

Philip Zimbardo



_____ : we experience discomfort, or dissonance, when our thoughts, beliefs, or behaviors are inconsistent with each other.
Provide an example when you experienced this? How did you solve the issue?

Leon Festinger

Social Influences episode #38 <https://goo.gl/11DwdE>

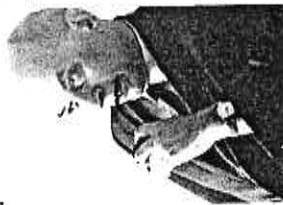


Stanley Milgram

Authority and Obedience



_____ : describes how we adjust our behavior or thinking to following the behavior or rules of the group we belong to.



Most Likely to Conform if a person...

- Is made to feel incompetent or insecure
- In a group of three or more
- Admires the group
- Feel that other people are watching their behavior.

_____ : the idea that we comply in order to fuel our need to be liked or belong.

Give an example of the following Psychological Phenomena!!

Social Facilitation

Social Loafing

_____ : the loss of self-awareness and restraint that can occur in group situations.

_____ : the enhancement of a group's prevailing inclinations through discussion within the group.

_____ : the mode of thinking that occurs when the desire for harmony in a decision-making group overrides a realistic appraisal of alternatives

Give an example of the following Psychological Phenomena

Deindividuation

Group Polarization

Groupthink

Prejudice episode #39 <https://goo.gl/qY1P97>

_____ : "Prejudgment" – an unjustified, typically negative, attitude toward an individual or group.

_____ : an overgeneralized belief about a particular group of people.

_____ : is the behavior of acting on a prejudice or stereotype.

_____ or IAT: a test to gauge implicit attitudes, identities, beliefs, and biases people are unwilling or unable to report.

<https://implicit.harvard.edu>

Give an example of the following

In Group

Out-Group

Aggression



Muzafer Sherif

<https://goo.gl/p8N3YQ>

conflict happens when you combine negative prejudice with competition over resources

V. Altruism episode #40



Aggression can be explained by these...
 aggression intended to hurt or destroy someone, something, or even yourself.

Aggression can be explained by these...

	Twin Studies have proven a connection to this.
	Certain regions of the brain i.e. the limbic system
	Neurotransmitters

	The situation
--	---------------

Hypothesis: the idea that people become aggressive when they're blocked from reaching a goal.

our selfishness or even self-sacrificing regard for the welfare of others.

People would be more altruistic if... →

also known as diffusion of responsibility

social behavior is an exchange process, the aim of which is to maximize benefits and minimize costs

an expectation that people will help, not hurt, those who have helped them.

people will help those who depend on them i.e. parents and kids.

a perceived incompatibility of actions, goals, or ideas.

Give an example of the following

Social Trap

Bystander effect

Social Responsibility Norm

PERSPECTIVES IN PSYCHOLOGY

	General philosophy	Important people	View of cause of disorders	Treatment technique	View on personality	View on motivation
Psychodynamic	Our unconscious mind plays a huge role in everything.	Sigmund Freud Alfred Adler Carl Jung	Unconscious, unresolved repressed issues from past	Psychoanalysis: Free association, dream analysis, TAT test	Id, ego, superego, psychosexual stages	We strive to satisfy our id impulses but we must meet demands of society
Behaviorism	Behavior is the result of reinforcements, punishments and observation.	B.F. Skinner John Watson Thorndike Ivan Pavlov Albert Bandura	Often we mimic our parents or friends' depression and anxiety. We like the attention.	Change maladaptive behaviors through reinforcements. Systematic desensitization, token economy, aversion therapy	Our personality traits arise from reinforcement punishment	We're driven by extrinsic and intrinsic motivators.
Humanism	Focuses on uniquely human issues, such as the self, hope, love, creativity, nature, being, becoming, individuality,	Abraham Maslow Carl Rogers	Barriers to self actualization. Ideal self and actual self not in congruence	Client-centered therapy. Reflective listening Self-help, group therapy	CR said our ideal self must be in congruence with our actual self.	Maslow's hierarchy of needs says basic needs should be met before higher needs
Cognitive	How people perceive, remember, think, speak, and solve problems.	Jean Piaget Noam Chomsky Alan Baddeley Albert Ellis	Irrational thoughts lead to anxiety and depression	RET, reality therapy (change maladaptive thoughts)	Based on how we think and perceive the world.	Based on goals, reducing cognitive dissonance
Evolutionary	We're result of 1000s years of adaptation, survival of fittest	Charles Darwin	Anxiety was a defense mechanism in wild	NA	Extroverts maintain social networks	Instinct and drive theories
Biomedical	Focus on biology and medicinal treatments	Paul Broca, Wernicke, Phineas Gage	Imbalance of NTMs, genetics, hormones, brain structure	Drugs and surgery	Genetics, NTMs, hormones	Genetics, NTMs, hormones

Important Neurotransmitters to Know

<i>Neurotransmitter</i>	<i>Function</i>	<i>Problems with Excess, Deficit</i>
Acetylcholine (ACh)	<ul style="list-style-type: none"> • critical to motor movement (deliver messages from neurons to muscles) • learning • memory 	<ul style="list-style-type: none"> • deficits in ACh production in Alzheimer's disease
Dopamine	<ul style="list-style-type: none"> • motor movement • alertness, attention 	<ul style="list-style-type: none"> • deficit: Parkinson's disease • excess: schizophrenia <ul style="list-style-type: none"> ○ schizophrenia often treated with <i>antipsychotic drugs</i>: block dopamine receptors, limiting the amount of dopamine being transmitted across synapse
Endorphins	<ul style="list-style-type: none"> • pain control, stress reduction • feelings of pleasure • "natural opiates" 	<ul style="list-style-type: none"> • deficits potentially involved in addiction?
GABA (gamma-aminobutyric acid)	<ul style="list-style-type: none"> • brain's major inhibitory neurotransmitter 	<ul style="list-style-type: none"> • deficit: seizures, insomnia
Glutamate	<ul style="list-style-type: none"> • brain's major excitatory neurotransmitter • creates links between neurons that form basis of learning, long-term memory 	<ul style="list-style-type: none"> • excess: overstimulation of brain (seizures?) (This is why people avoid food with MSG. MSG = monosodium glutamate)
Norepinephrine (aka. noradrenaline)	<ul style="list-style-type: none"> • "fight or flight" • controls alertness, arousal • elevates heart rate, circulation, respiration, etc. • mood elevation 	<ul style="list-style-type: none"> • deficit: depressed mood
Serotonin	<ul style="list-style-type: none"> • mood regulation • hunger, sleep 	<ul style="list-style-type: none"> • deficit: depressed mood <ul style="list-style-type: none"> ○ depression often treated with <i>selective serotonin reuptake inhibitors (SSRIs)</i>: prevent serotonin from being reabsorbed in uptake, thus leaving more serotonin in synapses

Important Methods for Studying the Brain

<i>Accidents & Lesions</i>			
<i>Method</i>	<i>How It Works</i>	<i>Advantages</i>	<i>Disadvantages</i>
Accidents (e.g. Phineas Gage)	<ul style="list-style-type: none"> Examine an individual's behavior after experiencing damage to a specific part of the brain due to an accident 	<ul style="list-style-type: none"> Allows for educated guesses about links between brain structure & function Allows research on fluke circumstances that are impossible/unethical to recreate in lab 	<ul style="list-style-type: none"> Little or no experimental control Issues associated with case studies
Lesions (removal, destruction of part of brain)	<ul style="list-style-type: none"> Examine an individual's behavior after suffering brain damage due to disease, psychosurgery, genetic factors, etc. 	<ul style="list-style-type: none"> Allows for educated guesses about links between brain structure & function Allows research on fluke circumstances that are impossible/unethical to recreate in lab 	<ul style="list-style-type: none"> Little or no experimental control Issues associated with case studies

<i>EEG & Neuroimaging Techniques</i>			
<i>Method</i>	<i>How It Works</i>	<i>Advantages</i>	<i>Disadvantages</i>
Electroencephalogram (EEG)	<ul style="list-style-type: none"> Amplified recording of brain's electrical activity ("brainwaves") via electrodes placed on scalp 	<ul style="list-style-type: none"> High temporal resolution Non-invasive, painless procedure 	<ul style="list-style-type: none"> Low spatial resolution
Computerized Axial Tomography (CAT, CT) scan	<ul style="list-style-type: none"> X-ray cameras rotate around head, combining images into 3D picture of brain structure 	<ul style="list-style-type: none"> High resolution images of brain structure Allows direct view of level of interest 	<ul style="list-style-type: none"> Potential damage due to high radiation levels No information about brain function
Positron Emission Tomography (PET) scan	<ul style="list-style-type: none"> Tracks brain's consumption of radioactive glucose injection, providing images of brain function 	<ul style="list-style-type: none"> Allows researchers to examine which brain areas consume most energy in a given task, thus providing info about brain function 	<ul style="list-style-type: none"> Radiation injection Lengthy process Expensive equipment needed to create radioactive isotopes No information about brain structure
Magnetic Resonance Imaging (MRI)	<ul style="list-style-type: none"> Strong magnetic field causes disorientation of atoms in brain; reorientation = signal as to soft tissue density (picture of brain structure) 	<ul style="list-style-type: none"> Allows researchers to examine brain structure without exposure to radiation involved with CT scan Non-invasive, painless procedure 	<ul style="list-style-type: none"> Can be an uncomfortable, claustrophobic experience No information about brain function
Functional Magnetic Resonance Imaging (fMRI)	<ul style="list-style-type: none"> Type of MRI that detects amount of blood flow in different brain regions (proxy for oxygen consumption; brain function) 	<ul style="list-style-type: none"> High spatial resolution (3-6 millimeters) Non-invasive, painless procedure Quick imaging process 	<ul style="list-style-type: none"> Can be uncomfortable, claustrophobic experience

AP Psychology Review

Important Names to Know and Why they Matter

<i>Psychologist</i>	<i>Subfield/Perspective</i>	<i>Best-known for:</i>
Wilhelm Wundt (1832-1920)	History	<ul style="list-style-type: none"> Established first psychology laboratory in Leipzig, Germany (1879) Founder of structuralism Introspection
William James (1842-1910)	History	<ul style="list-style-type: none"> Founder of functionalism Pioneering American psychologist <ul style="list-style-type: none"> Published 1st psychology text
Ivan Pavlov (1849-1936)	Learning Behavioral	<ul style="list-style-type: none"> Classical conditioning (dogs & saliva)
Sigmund Freud (1856-1939)	Personality, clinical Psychodynamic	<ul style="list-style-type: none"> Emphasis on unconscious motivations (sexual, aggressive) Founder of psychoanalysis (therapy) 4 stage psychosexual theory of personality development <ul style="list-style-type: none"> Oral, anal, phallic, genital Dream interpretation, free association Defense mechanisms
Alfred Binet (1857-1911)	Intelligence	<ul style="list-style-type: none"> Creator of first intelligence test with Theodore Simon (1905)
Edward Thorndike (1874-1949)	Learning Behavioral	<ul style="list-style-type: none"> Law of Effect <ul style="list-style-type: none"> Provided basis for behaviorism
John Watson (1878-1958)	Learning Behavioral	<ul style="list-style-type: none"> Founder of behaviorism Little Albert
Jean Piaget (1896-1980)	Developmental Cognitive	<ul style="list-style-type: none"> 4 stage theory of cognitive development <ul style="list-style-type: none"> Sensorimotor, preoperational, concrete operational, formal operational
Benjamin Whorf (1897-1941)	Cognition (language)	<ul style="list-style-type: none"> Whorf's hypothesis <ul style="list-style-type: none"> Language influences cognition
Erik Erikson (1902-1994)	Developmental Social	<ul style="list-style-type: none"> 8 stage theory of psychosocial development <ul style="list-style-type: none"> Conflicts that yield certain personality characteristics, depending on resolution
Carl Rogers (1902-1987)	Therapy Humanist	<ul style="list-style-type: none"> Humanistic psychology Client-centered (person-centered) therapy <ul style="list-style-type: none"> Unconditional positive regard
B.F. Skinner (1904-1990)	Learning Behavioral	<ul style="list-style-type: none"> Operant conditioning Reinforcement theory <ul style="list-style-type: none"> Skinner box (rats & lever pressing)
Harry Harlow (1905-1981)	Developmental	<ul style="list-style-type: none"> Attachment styles among monkeys (fake mothers) Showed importance of physical touch over nourishment in infant monkeys.
Solomon Asch (1907-1996)	Social	<ul style="list-style-type: none"> Conformity <ul style="list-style-type: none"> Line Length study

Abraham Maslow (1908-1970)	Motivation & emotion; Therapy Humanistic	<ul style="list-style-type: none"> • Humanistic psychologist • Hierarchy of psychological needs <ul style="list-style-type: none"> ◦ Self-actualization
Mary Ainsworth (1913-1999)	Developmental Social	<ul style="list-style-type: none"> • Attachment styles • “Strange situation”: infants & strangers • Secure infants have good bonds with mothers. Reverse is also true.
Stanley Schachter (1922-present)	Motivation & emotion	<ul style="list-style-type: none"> • Two-factor theory of emotion
Albert Bandura (1925-present)	Learning Social	<ul style="list-style-type: none"> • Social learning theory/modeling • Bobo doll study
Lawrence Kohlberg (1927-1987)	Developmental	<ul style="list-style-type: none"> • 3 stage theory of moral development <ul style="list-style-type: none"> ▪ preconventional, conventional, postconventional
Noam Chomsky (1928-present)	Cognition (language)	<ul style="list-style-type: none"> • nativism: innate, universal grammar • critical period for language development
Stanley Milgram (1933-1984)	Social	<ul style="list-style-type: none"> • Obedience to authority <ul style="list-style-type: none"> ◦ Deliver shocks to learner
Phil Zimbardo (1933-present)	Social	<ul style="list-style-type: none"> • Stanford Prison Experiment <ul style="list-style-type: none"> ◦ Importance of social roles
Howard Gardner (1943-present)	Intelligence	<ul style="list-style-type: none"> • Theory of multiple intelligences
Elizabeth Loftus (1944-present)	Cognition (memory)	<ul style="list-style-type: none"> • Unreliability of eyewitness testimony • Memory as active construction • “misinformation effect” shown in memory studies.
Hawthorne	Social	<ul style="list-style-type: none"> • Showed that factory workers had improved work performance with both improved and poor lighting. Conclusion was that they had improved simply because they were being observed in the experiment.
Roger Sperry	Biological	<ul style="list-style-type: none"> • The first to propose “split-brain” surgery to help epileptic patients.
Jean Piaget	Cognitive Developmental	<ul style="list-style-type: none"> • Proposed four stages of COGNITIVE development. (Remember the acronym Socks Pulled Over Cold Feet to remember these in order.) Sensorimotor, Preoperational, Concrete, and Formal Stages.
Erik Erikson	Developmental Social	<ul style="list-style-type: none"> • Proposed eight stages of SOCIAL development (know these!!)
Lawrence Kohlberg	Developmental	<ul style="list-style-type: none"> • Proposed three stages of MORAL development (all framed around the word conventional.) This theory was criticized as it only tested young children by framing hypothetical situations for them and their responses to these. It did not test cross-culturally and between the genders.
Konrad Lorenz	Developmental	<ul style="list-style-type: none"> • Imprinting studies. Showed how baby animals would follow the first object they saw after birth. Believed to be a built-in survival mechanism.
Jerome Kagan	Biological	<ul style="list-style-type: none"> • Studies to indicate that in-born temperament may

		explain many behaviors.
Eleanor Gibson	Developmental Sensation/Perception	<ul style="list-style-type: none"> The “visual cliff” experiment. Showed that depth perception cues are innate.
Hubel and Weisel	Sensation and Perception	<ul style="list-style-type: none"> Studies with monkeys to show that they had specific FEATURE DETECTORS to aid them in visual processing (some for lines, bars, edges, shapes, etc.)
Ernest Hilgard	States of Consciousness	<ul style="list-style-type: none"> Studies showing that a hypnotic trance includes a “hidden observer” suggesting that there is some subconscious control during hypnosis.
Robert Rescorla	Learning	<ul style="list-style-type: none"> Proposed that there is a conscious connections between the CS and the UCS in classical conditioning experiments. (A smoker is aware that a nausea-producing drug will affect his behavior)
Wolfgang Kohler	Cognitive	<ul style="list-style-type: none"> Demonstrated use of “insight” in apes when they used sticks to reach a banana that was out of reach.
Alfred Binet	Intelligence	<ul style="list-style-type: none"> French, worked with School kids Developed the Modern IQ formula. Mental age/chronological age x 100.
David Wechsler	Intelligence	<ul style="list-style-type: none"> Modern IQ tests with specialized subtests and use of factor analysis.
James and Lange	Emotion	<ul style="list-style-type: none"> Physical before cognitive when appraising an emotional situation.
Cannon and Bard	Emotion	<ul style="list-style-type: none"> Emotions and cognitive appraisal at the same time.
Shachter and Singer	Emotion	<ul style="list-style-type: none"> showed that emotions have both a physical and a cognitive component.
Aaron Beck	Cognitive	<ul style="list-style-type: none"> Cognitive therapy approach.
Albert Ellis	Cognitive Therapies	<ul style="list-style-type: none"> Rational emotive therapy (RET is a form of cognitive therapy)
Eysenck and Myers-Briggs	Personality Intelligence	<ul style="list-style-type: none"> All did personality tests to validate the trait perspective.
Hans-Selye	Stress Biological	<ul style="list-style-type: none"> General Adaptation Syndrome (stress responses)
Muzafer Sherif	Social	<ul style="list-style-type: none"> Co-operation among divisive groups when they had subordinate (shared) goals.
Martin Seligmans	Cognition Learning	<ul style="list-style-type: none"> “Learned Helplessness Experiment” with dogs. Showed the external locus effect in animals (generalized to depression with humans)
Carol Gilligan	Biological Social	<ul style="list-style-type: none"> Studied gender differences. Males value accomplishments and women value relationships

Important Stage Theories from Developmental Psychology

1. Jean Piaget: Stages of Cognitive Development

<i>Stage</i>	<i>Typical Age Range</i>	<i>Description of Stage</i>	<i>Developmental Phenomena</i>
1. Sensorimotor	Birth – 2 years	Experience world through senses, actions	<ul style="list-style-type: none"> • Object permanence • Stranger anxiety
2. Preoperational	2 – 7 years	Mental representations with words & images; intuitive, rather than logical, reasoning	<ul style="list-style-type: none"> • Pretend play • Egocentrism • Language development
3. Concrete operational	7 – 11 years	Thinking logically about concrete events; understand concrete analogies & mathematical operations	<ul style="list-style-type: none"> • Conservation • Mathematical transformations
4. Formal operational	12 - adulthood	Abstract reasoning	<ul style="list-style-type: none"> • Abstract logic • Potential for mature moral reasoning

2. Lawrence Kohlberg: Stages of Moral Development

<i>Stage</i>	<i>Typical Age Range</i>	<i>Description of Stage</i>
1. Preconventional	Birth – 9 years	Morality based on self-interest; avoid punishment or gain rewards
2. Conventional	9 years – early adolescence	Obey laws and rules purely <u>because</u> they are the laws and rules
3. Postconventional	Early adolescence – adulthood (<u>for some people only</u>)	Morality based on personal, abstract values of right and wrong

3. Erik Erikson: Stages of Psychosocial Development

<i>Stage</i>	<i>Approximate Age</i>	<i>Issues/Conflict</i>	<i>Description of Task</i>
1. Infancy	Birth – 1 year	Trust vs. mistrust	If needs are dependably met, infants develop a basic sense of trust.
2. Toddlerhood	1 – 2 years	Autonomy vs. shame and doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3. Preschooler	3 – 5 years	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4. Elementary school	6 years – puberty	Competence vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5. Adolescence	Teen years – 20s	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6. Young adulthood	20s – early 40s	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7. Middle adulthood	40s – 60s	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8. Late adulthood	60s and up	Integrity vs. despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

4. Sigmund Freud: Stages of Psychosexual Development

<i>Stage</i>	<i>Approximate Age</i>	<i>Focus</i>
1. Oral	Birth – 18 months	Pleasure centers on the mouth (sucking, biting, chewing)
2. Anal	18 -36 months	Pleasure focuses on bowel and bladder elimination; coping with demands for control
3. Phallic	3 – 6 years	Pleasure zone is the genitals; coping with incestuous sexual feelings
4. Latency	6 years – puberty	Dormant sexual feelings
5. Genital	Puberty on	Maturation of sexual interests

AP Psychology Exam Review Sheet “Confusing Pairs” Be able to identify/explain the difference between these items.

Bottom-up processing (individual elements to whole) v. Top-down processing (whole to the parts)

Agonist (chemicals that mimic the actions of neurotransmitter) v. Antagonist (chemicals that opposes the action of a neurotransmitter)

Foot-in-the-door (start small then go big- \$5 get \$100) v. Door-in-the-face (start big to get small- want skateboard ask for car)

Random Assignment (each participant has equal chance of being placed into any group) v. Random Sample (is the process of choosing the research participants from the population & happens before assignment)

Applied Research (clear, practical use)v. Basic Research (pure science that aims to increase the scientific knowledge base)

Quantitative data (deals with numbers- height, weight, time) v. Qualitative data (deals with descriptions- color, smell, taste)

Self-Serving Bias (tendency to overstate one’s role in a positive venture & underestimate in a failure) v. Self-Fulfilling Prophecies (explains how people’s ideas about others can shape the behavior of those others)

Collectivist cultures (Japan- family, company stressed) v. Individualistic cultures (USA- uniqueness of individual stressed)

Structuralism (school of thought that thought the structure (parts of brain) and elements of immediate, conscious experience to be proper subject matter of psychology- Wundt, Titchener (USA) v. Functionalism (school of thought that tried to understand how& why the mind functions and is related to consciousness- James)

Descriptive Statistics (describe as set of data- central tendency: mean, mode, median) v. Inferential Statistics (is to determine whether or not findings can be applied to the larger population from which the sample was selected: cause and effect)

Syntax (grammar) v. semantics (meaning)

Anterograde amnesia (can’t remember new stuff after head injury) v. Retrograde Amnesia (can’t remember stuff before head injury)

Systematic Desensitization (behavior therapy use to reduce client’s anxiety responses- bad paired with good) v. Aversion Conditioning (therapy)- (behavior therapy in which an aversive stimulus is paired to elicit an undesirable response- bad w/bad)

Absolute Threshold (level needed to see it 50% of time) v. Difference Threshold (aka the just-noticeable-difference (JND))- (perceive change in stimulus level- music level)

Construct Validity (test measures a particular hypothetical concept- creativity, IQ, extraversion) v. Content Validity (content of a test is representative of the domain it is supposed to cover- stuff on test from that chapter)

Independent Variable (what is tested, You manipulate it.) v. Dependent Variable (what is measured, gets effected by the IV)

Experimental Group (group that is tested) v. Control Group (compared to the experimental, receives the placebo)
Left brain (language and logic) v. Right brain (creative and spatial).

Corpus Callosum (divides the brain) v. Cerebral Cortex (covers the brain)

Sympathetic Nervous System (“fight or flight”) v. Parasympathetic (calming – parachute)

Neurotransmitters (in the nervous system) v. Hormones (in the endocrine system)

Lateral Hypothalamus (stimulates hunger) v. Ventromedial Hypothalamus (suppresses hunger)

Broca’s Area (makes words) v. Wernicke’s Area (comprehends words)

Identical Twins (same fertilized egg) v. Fraternal Twins (two separate eggs)

Afferent neurons (sensory, body to brain) v. Efferent neurons (motor, brain to body) v. Interneurons (brain/spinal cord)

Assimilation (all four-legged animals are “doggies”) v. Accommodation (“doggies” are different than “kitties”)

Concrete operations (logical thinking) v. Formal operations (philosophical thinking)

Sensation (bottom-up processing) v. Perception (top-down processing)

Rods (night vision, black/white, low light, peripheral vision) v. Cones (color vision, detail, clarity, fovea area)

Classical conditioning (involuntary) v. operant conditioning (voluntary)

Primacy effect (first items remembered) v. Recency effect (last items remembered)

Proactive interference (loss of the new info) v. retroactive (loss of the old info)

Implicit memory (non-declarative; skills) v. Explicit memory (declarative, facts)

Recall memory (no cues) v. Recognition memory (some hints)

Algorithms (step-by-step) v. Heuristics (rule-of-thumb)

Representative heuristics (stereotypes) v. Availability heuristics (based on available info)

Phonemes (basic sound units) v. Morphemes (basic units of meaning)

Fluid Intelligence (processing speed) v. Crystallized Intelligence (acquired knowledge)

Validity (test measures/predicts what it should) v. Reliability (Consistency, same scores on a retest)

Achievement test (what you’ve learned) v. Aptitude test (potential)

Intrinsic motivation (for personal satisfaction) v. Extrinsic motivation (for rewards)

Theory Y (democratic/intrinsic, “people are good”) v. Theory X (rewards or punishment/extrinsic, “people are lazy”)

Internal locus (you control the environment) v. External locus (environment controls you)

Lithium (treats bi-polar) v. Librium (treats anxiety)

Type A (high stress) v. Type B (low stress)

Thoughts on the AP Exam

General Information:

Unless something major happens, all of you will take the Exam at Noon on the ninth of May. For most of you, you will need to go about your normal routine in the morning (We will do a final Q&A session that morning in class, but in general, if you don't know it yet, it is too late.) and then go to first lunch. You will need to report to your testing location just before noon. You are not allowed to have personal belongings in the testing room, so you will need to leave everything except the following items in your car, or drop them in your locker, or bring them by my classroom. Please arrive a few minutes before noon. Nothing will screw with your train of thought like running late, and having to sprint into the school or down the hall just to try and get to the exam on time. Also, CollegeBoard is very strict about testing times, and you will not be allowed to enter the test late and they have strict guidelines for acceptable excuses for missing the exam and being allowed to make it up. **BE ON TIME!**

You will need to have with you for the test the following items:

3-4 Sharpened Pencils -Mechanical pencils are not allowed, they must be wood.

2-3 Pens with blue or black ink-As I have told you before, you need to have a brand of pen that you are used to writing with. The pens that are provided for you are usually of an inferior quality, and I have seen how it derails a student's train of thought to be mid-sentence and have the ink run out. Bring your own and avoid the issue.

Watch- You may be seated so that you have difficulty seeing the clock. By having a watch, you will avoid any issues. It CAN NOT be a smart watch, and you will need to make sure it is set so that it does not make any noise.

Bottle of water/snack- You may get hungry or thirsty during the test, it is best to be prepared. You will have to sit these items in the front of the room, but can access them during the break. If you are also taking the AP Chem exam in the morning, you will need to have a lunch to eat between tests. Be sure to talk to me earlier, and I will make sure you have a lunch that day, and will coordinate with the various proctors and ensure you have a break to move around and clear your mind as well as eat and use the restroom.

Ear Plugs (optional)- some people are easily distracted by any sound during serious tests, others have no problems. If you hate hearing things, bring a pair of foam ear plugs (NOT ear buds or electronic headphones) to block out the sound. I have seen students bothered by baby birds that were inside the wall of the school and chirping during the whole exam. Just something to think about.

Testing Tips, General:

Traditional thought says for you to dress as comfortably as possible on test days, as appearance doesn't matter to your score and why not be comfortable. Recent studies had suggested that for many people, dressing in a comfortable, slovenly manner causes you to not take yourself and the event as seriously. These studies suggest that you may want to dress in a more formal manner, much like going for a job interview. The thought is that when you dress better, you take yourself more seriously and as a result unconsciously put forth a little more effort on the test. I am not going to try and tell you all what exactly to do on this topic, I am just presenting the two theories and leaving it up to you to decide. Each of you is different and I would encourage you to try the different strategies at school as you are preparing for the exam. I will tell you that the temperature in the rooms can vary greatly. I have seen rooms be very hot, and others quite cool. I do highly recommend dressing in layers so that you can make adjustments and be comfortable no matter what the climate is.

Pace yourself. There is a reason I told you to have a watch. You will have a set amount of time for each section and it is up to you to keep up with how much time you have used, and have left. The proctor should announce your time at various points, but I have seen them fail to ever mention time until the suddenly announce time is up (and caused several students to end up leaving a lot of answers blank) When you start each section of the test, write the time you are starting and will have to finish on your test booklet (or corner of your desk) somewhere it will be visible. This way as you refer to your watch during the test, you can see how much time you have left and can better pace yourself. You should try to time yourself as you take practice AP exams and make sure you are on pace as we get closer to the exam. Some of you may need to speed things up a bit in order to get finished in the allotted time, others of you always seem to finish early and may benefit from slowing down a bit.

Do not freak out if you see questions/topics/material that seems foreign. There is simply no way to completely go over every single facet of the course. Many of you are used to getting everything right on every test you take, and that isn't going to happen on this test. Keep in mind that only a handful of people in the entire world get a perfect score on this test every year.

If you finish section one early, DO NOT go to sleep. I have had some students finish section one very quickly, and fall asleep for 30 minutes while the rest of the class took the allotted time and finished. When they were woken up for section two, they had dropped into stage 3 sleep and it took them a while to fully get their brain going, and it caused their FR section to suffer. Stay awake.

During the break between sections, get up and move around. You may not be allowed to talk, but get up and get your blood flowing. Stretch, do jumping jacks, do anything you need to get your blood flowing. This increased blood flow to your brain will help you perform as well as you can. As a matter of fact, you would be well served to stretch and move around a bit just before you take the MC section as well.

There are several things you can do (or not do) in the week or two leading up to the exam that can impact your score as well. Be sure to get plenty of sleep the week of the exam(s). It is tempting to try and stay up late the night or two before the exam, and while I hope you do review the content in that time, staying up all night will slow your mental processes down and negatively impact your score. Keep in

mind that being sleep deprived only a few hours has the same effect on your cognitive abilities as having a few drinks. On that note, not that I think any of you would ever consider drinking as of course you are all well below the drinking age, but please remind your friends in other classes that a single episode of binge drinking (getting drunk) can have an impact on your academic performance up to ten days later and can cause you to score 10percent lower than you would have. You have worked too hard all year to throw it away by drinking the weekend before.

Complete multiple practice tests. We will take a few practice tests in class, and I have several you can come in and take on your own. There is also a wealth of practice questions online you can access (see the links/resources page) The more you complete these and time yourself, the more familiar you will be with the style, format, pacing, and content of the exam and will be better prepared to do your best.

Testing Tips, Multiple Choice: You will have roughly 100 Multiple choice questions on the exam and will have 70 minutes to complete them. This is worth 2/3 of your Exam score.

Bubble correctly. It constantly astounds me to see how some of you fill in bubble sheets. Your test will be scanned by a machine that looks at the marks you made and quickly does its best to decide what you put. I go through your answer sheets all year and make corrections and try and figure out what you meant the answer to be. The machine does not care. If it can't read it or tell which one you put, it counts it wrong and moves on. Bubble neatly and fully erase any wrong answers you may have put.

There is no guessing penalty, so don't leave anything blank. If it gets down to 2 minutes left, and you have 10-15 questions left (which shouldn't happen if you have worked on pacing yourself like we talked about earlier) go ahead and fill all of the remaining questions in with any answer you want.

Go with your gut. A lot of this is common sense. If an answer seems correct to you, it probably is. If you read a question, and the answer you were looking for isn't there, read all of the answers and see if any of them would work if you interpreted them differently. Remember, there are two ways to get the answer right without guessing, to know the right answer, and know the other answers are wrong.

Testing Tips, Free Response: You will have 50 minutes to complete 2 free response questions. This is worth 1/3 of your Exam score.

Figure out how many points each question is worth. When you get the prompts, read it carefully and see how many points it is worth. They are typically worth 7-10 points each, but that is just a "normal window" it can stray outside. When you look at it, it should be fairly obvious. Be careful of words like BOTH, 2 examples of, etc. to make sure you realize everything they are looking for.

Write your essays in Pen. I wish I could say they wouldn't score your essay if you wrote it in pencil (really, don't ever write an essay in pencil, it is awful!). They will score it even if it is in pencil, but it is harder to read, it creates a glare, gives readers a headache, smudges as it is being shipped across the country to New Jersey, then repacked and shipped to your subjects reading site. Don't be that person, when you get finished with the MC section, put your pencils up and use a pen on the FR section.

If the reader can't read it, they can't score it. For many of you, your lack of penmanship will be your undoing on the AP exam. The readers are sitting in a massive room scoring hundreds of essays per day. If they get to a pile of chicken-scratch on the page, they will do their best to decipher it, and they will move on. Make it easy for them.

You must write in complete sentences. Simply put, you have a great outline with a bunch of sentence fragments, you get an awful score. It doesn't matter if you seem to really know what you are talking about, no complete sentences, no score.

You can answer the essay questions in any order, but why not do it in the order it was presented? Doing it this way will make it easier for the reader, and let's face it, why would you not try to make life easier for the guy that is responsible for 1/3 of your exam score.

Keep in mind that while you are spending about 25 minutes on each FR question, it will be read and scored in probably 3-5 minutes. That is all the time you will probably get to convince the reader that you know what you are talking about and get your point across. You do not get points for style, answer the question. You do not get points for an introduction, answer the question. You do not get points for rambling on the topic to show off how much you know, just answer the question. When you see the prompts, let them guide you on your way. They will tell you what you need to talk about. Be sure you have fully read them and fully give them what they are looking for. Also, be certain you are being obvious. In fact, be painfully obvious. I had a reader from AP Psych tell me one time that he loves it when the kids metaphorically hit them upside the head with the answer. This isn't the time for subtlety. Get your point across and get it across well. That being said, I have read hundreds of essays where the student was so close to getting the point for the essay I could feel it, only to move onto the next portion and score nothing. If you have any doubt about if you scored a point or not, write another sentence and make sure you scored the point. On that note, while definitions of the words you are asked to use will not score points, define them anyway before you apply them to the prompt. While the definitions will not score, you writing them out will show the reader you know what you are talking about and therefore possible more likely to give you a point later on, and even more importantly, may jog your memory and help you write a better answer that scores that point outright in the first place. Most students write a free response answer that scores OK, but with just a little more would score great.

If you have done the work I asked you to all year, you will do fine. If not, you'd better hope you get lucky with a FRQ that you do know.

My hope for all of you is that you have had fun in this class and will do well on the AP exam. More importantly though, I hope you have learned things that will have a positive impact on the rest of your life. While the AP exam is a big deal, and I want you to do well on it, I am more concerned with your well-being. The thing that has kept me in education is when I run into students from the past and they mention that the stuff from this class has affected them in a positive way in their "real life" outside of school.

I wish you all the best of luck on the AP Exam, and even more luck in Life,

Enjoy it to the fullest, you only get one.

